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ABSTRACT

Fifteen two-year college, vocational education projects are described, which, in the opinion of New York's Showcase of Excellence Program judges, are worthy of adaptation or replication by other institutions. For each of the projects which were selected from 83 nominations, objectives, activities, project impact, and personnel and material requirements are examined. The projects are: Dutchess Community College's (CC's) Adult Career and Education Counseling Center; Herkimer CC's Adult Vocational Guidance Center; Monroe CC's career counseling and work experience program for handicapped students; Cayuga CC's graduate follow-up report; Rockland CC's community-based, experiential program in electrical technology; Canton Agricultural and Technical College's (A&TC's) slide/tape presentation on the competencies needed by child care workers; Alfred A&TC's continuing education program for rural health practitioners; Monroe CC's Employee Training and Development Program; a family education program offered at the State University of New York's Educational Opportunity Center; Alfred A&TC's Human Services Practicum Guide; Suffolk County CC's computer-assisted instruction in interactive statistics for vocational students; LaGuardia CC's Integrated Skills Reinforcement Project; New York City Technical College's Professional Learning Skills Program; Canton A&TC's survey of employment opportunities by region; and Hudson Valley CC's Women in Engineering and Industrial Technologies Project. (JP)

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# SHOWCASE

# Projects of Excellence in New York State Postsecondary Occupational Education

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Two-Year College Development Center
The University at Albany

VEA 80-3A-966

# SHOWCASE

# Projects of Excellence in New York State Postsecondary Occupational Education

Two-Year College Development Center
State University of New York at Albany
1400 Washington Avenue
Albany, New York
12222

in cooperation with:

Bureau of Grants Administration
New York State Education Department
Albany, New York
12230

**September 1980**

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## INTRODUCTION AND INVITATION

This second publication of the Showcase of Excellence project (VEA-80-3A-966) highlights the 15 nominated projects selected by a statewide panel of judges as most worthy of wider dissemination thus promoting adaptation and replication by other postsecondary occupational educators. Developers of selected projects are currently working with Showcase staff to produce diffusion materials appropriate to each individual program. Some will be print materials, such as procedural guidelines, manuals or instruments, others will be slide/tape or videotape presentations and one will include computer tapes. Additional dissemination activities are in planning stages.

The purpose of this publication and these diffusion materials is to promote awareness across the state and invite communication between developers, the Showcase project staff and potential replicators. One goal of the second phase of this project is to determine the most effective dissemination strategies and related activities that support the replication process. Toward this end, we ask that this publication be read to determine if one or more of the projects has potential replication value at your campus. The contact person(s) has been identified with each project. Once you have made a decision to explore the potential of adapting one or more of the projects, please follow two procedures: (1) contact the developers directly, and (2) contact the Showcase project staff at the Two-Year College Development Center. We also invite you to review the original publication of the 83 Showcase Nominees and inquire about any of those that interest you.

The Showcase project budget can help bring you and the developers together, duplicate materials and support other costs that may be involved. We want to study as well as support the process in order to determine the components of a successful effort. Page ii of this document is a reader response page that can be reproduced and used to contact us. Telephone calls and letters of interest are also requested.

Many of the Showcase projects, both here and in the previous publication of the 83 nominees, contain ideas and techniques that are potentially applicable to programs other than those specifically addressed in the description. Your interest in a process or procedure need not be constrained by the subject area for which the program was originally developed.

The long-range goal of this project is to design and test a dissemination/diffusion process that could become an ongoing system serving postsecondary occupational education programs in New York State. We encourage you to become an active participant in this process by taking advantage of resources and opportunities presented by the Showcase projects.

## SHOWCASE OF EXCELLENCE
## REPLICATION INTEREST FORM

A. We are interested in the potential replication of the following:

- ☐ Adult Counseling — G. Rutgers (Dutchess C.C.)
- ☐ Adult Guidance — K. Dunn (Herkimer C.C.)
- ☐ Career Counseling — J. Terrell, et. al. (Monroe C.C.)
- ☐ Child Care — H. Tedford, et. al. (Canton ATC)
- ☐ Community-Based Elec. Tech. — M. Leifer (Rockland)
- ☐ Employee Training — K. Reed (Monroe C.C.)
- ☐ Family Education Programs — B. Butts (E.O.C.-Brooklyn)
- ☐ Graduate Follow-up — S. Kuncio (Cayuga C.C.)
- ☐ Human Service Practicum Guide — J. Bliss, et. al. (Alfred ATC)
- ☐ Integrated Skills Reinforcement — J. Anderson, et. al. (LaGuardia C.C.)
- ☐ Interactive Statistics — D. Coscio, et. al. (Suffolk C.C.)
- ☐ Placement Survey — M. Anderson (Canton ATC)
- ☐ Professional Learning Skills Program — L. Beitler (NYC Technical C.)
- ☐ Rural Health Practitioners — R. Love (Alfred ATC)
- ☐ Women in Technologies — W. Lefevre (Hudson Valley C.C.)
- ☐ Other project(s) (From 83 Nominees) Title: _____

B. The nature of our interest or tentative plan is: _____

_____

_____

_____

C. I have ☐ or have not ☐ contacted the developer directly.

D. The best times to reach me by telephone are:

_____

Name _____

College _____

Phone

Address _____

Please return to: SHOWCASE
Two-Year College Development Center
State University of New York at Albany
Milne Hall, Room 229
440 Washington Avenue
Albany, NY 12222

## ADULT CAREER AND EDUCATION COUNSELING CENTER

DUTCHESS COMMUNITY COLLEGE
PENDELL ROAD
POUGHKEEPSIE, NY 12601

CONTACT: GLORIA RUTGERS, DIRECTOR

**PROGRAM EMPHASIS:** THE ADULT CAREER AND EDUCATION COUNSELING CENTER WORKS COOPERATIVELY WITH AREA COLLEGES, BUSINESSES AND COMMUNITY AGENCIES TO SERVE ADULTS WHO ARE UNEMPLOYED, UNDEREMPLOYED, IN CAREER TRANSITION, SEEKING JOB SEARCH SKILLS, EXPLORING EDUCATIONAL OPPORTUNITIES, ENTERING OR REENTERING THE JOB MARKET, INTERESTED IN LIFELONG LEARNING AND PLANNING FOR RETIREMENT.

**DESCRIPTION:** THE CENTER WAS ESTABLISHED IN JANUARY 1979, SUPPORTED IN PART BY VEA GRANT FUNDS SUPPLEMENTED BY ITS SPONSOR, DUTCHESS COMMUNITY COLLEGE. IN ADDITION TO THESE TWO SOURCES OF SUPPORT, THE CENTER RECOVERS SOME DIRECT EXPENSES THROUGH USER FEES FOR CERTAIN SERVICES.

THE CENTER OFFERS A NUMBER OF ALTERNATIVES TO THE ADULT CLIENT INCLUDING: (1) INDIVIDUAL COUNSELING BY APPOINTMENT; (2) TESTING OF OCCUPATIONAL AND CAREER INTERESTS, APTITUDES AND VALUES; (3) OPPORTUNITY TO ENROLL IN A VARIETY OF TOPICAL WORKSHOPS AND AWARENESS SESSIONS; AND (4) REFERRAL TO SERVICES OR OFFERINGS OF OTHER COMMUNITY AGENCIES AND INSTITUTIONS. ALTERNATIVES ARE OFTEN USED IN COMBINATION AND OVER A PERIOD OF TIME.

THE CENTER OFFERS A TEN-WEEK WORKSHOP ENTITLED, "CAREER EDUCATION EXPLORATION." THE WORKSHOP FOCUSES ON SELF-ASSESSMENT, CAREER EXPLORATION AND INDIVIDUAL RESEARCHING OF ALTERNATIVES INCLUDING OPPORTUNITIES FOR FURTHER EDUCATION. THIS TEN-WEEK BASIC PROGRAM PROVIDES GROUP SESSIONS, A TESTING DIMENSION, CONSULTATION INFORMATION AND THE DEVELOPMENT OF A PERSONAL ACTION PLAN. THE GROUP SESSION AND OTHER COMPONENTS ARE ALSO OFFERED WITH COLLEGE-GRANTED CONTINUING EDUCATION UNITS FOR A MINIMAL FEE.

TARGETED SEMINARS AND WORKSHOPS ARE ALSO PRESENTED ON TOPICS SUCH AS PRE-RETIREMENT PLANNING, JOB SEARCH SKILLS, RESUME REVIEW, VALUES PERSPECTIVE FOR CAREER DEVELOPMENT FOR THE YOUNG ADULT, TEACHERS IN TRANSITION, CAREER NIGHTS (SUCH AS BANKING), CAREER CHOICE (SUCH AS HOW PARENTS HELP), COPING SKILLS FOR THE WORKING PARENT, STRESS MANAGEMENT, COMMUNICATIONS SKILLS, VOLUNTEERISM AND IMPACT OF A SECOND DEGREE.

OTHER ACTIVITIES INCLUDE A JOB NETWORK, CONTRACT PROGRAMS DESIGNED SPECIFICALLY FOR AGENCIES OR GROUPS, OUTREACH PROGRAMS IN ACCORDANCE WITH INTEREST AND NEED, ADMISSIONS/ACADEMIC COUNSELING WITH AREA COLLEGE PERSONNEL, LIFE PLANNING AND REFERRAL SERVICES. A REFERENCE LIBRARY IS AVAILABLE FOR CLIENTS AND COMMUNITY LIFE.

THE CENTER IS STAFFED IN WHAT MAY BE SEEN AS THREE CONCENTRIC RINGS. THE CORE STAFF IS INVOLVED IN PLANNING AND DEVELOPMENT OF PROGRAM CONTENT MATERIALS. THE DIRECTOR RECRUITS AND TRAINS FACILITATORS WHO SERVE AS INSTRUCTORS OF SPECIFIC SEMINARS AND WORKSHOPS. AN ASSISTANT FACILITATOR (FUTURE FACILITATOR) IS RECRUITED TO WORK WITH A FACILITATOR TO BECOME ABLE

TO CONDUCT FUTURE PROGRAMS. THE THIRD RING CONSISTS OF CONSULTANTS WHO ARE ENGAGED TO PERFORM A SHORT-TERM ROLE IN PROVIDING A SERVICE IN AN AREA OF THEIR EXPERTISE.

AWARENESS OF CENTER SERVICES IS ACCOMPLISHED THROUGH BROCHURES, MAILINGS AND CONTACTS WITH COMMUNITY ORGANIZATIONS AND INDIVIDUALS WHO MAY BE INVOLVED IN REFERRAL PROCESSES. PERSONAL CONTACTS BETWEEN CENTER STAFF AND AGENCY PERSONNEL ARE ENCOURAGED TO THE EXTENT POSSIBLE. ALL PUBLIC INFORMATION ITEMS USE A LOGO THAT HAS BECOME A TRADEMARK OF THE CENTER'S IDENTITY.

IMPACT. DURING THE FIRST YEAR OF OPERATION OVER 750 INDIVIDUALS UTILIZED SERVICES AND/OR MATERIALS. OVER 500 INDIVIDUALS HAVE PARTICIPATED DURING THE SECOND NINE MONTHS OF THIS PROGRAM YEAR. GEOGRAPHICALLY, ABOUT HALF ARE FROM THE IMMEDIATE CITY AREA. THE OTHER HALF ARE DIVIDED BETWEEN THE NORTHERN AND SOUTHERN HALF OF THE COUNTY. THE NEED FOR THE CENTER GREW FROM A NEEDS ASSESSMENT AIMED AT DETERMINING HOW ADULTS IN THE COMMUNITY AND COLLEGE SERVICE AREA MIGHT BEST BE SERVED. THE ABSENCE OF A CENTRALIZED CLEARINGHOUSE FOR INFORMATION AND REFERRAL AS WELL AS A NEUTRAL PROVIDER OF SUPPORTIVE SERVICES TO ADULTS LED TO THE GRANT REQUEST AND ESTABLISHMENT OF THE CENTER.

REPLICATION REQUIREMENTS: IT IS IMPORTANT THAT A COMMUNITY CENTER TO SERVE ADULTS HAVE AN IMAGE OF OPENNESS AND ACCESSIBILITY. AN OFF-CAMPUS LOCATION WAS SOUGHT FOR THIS REASON. STAFF REQUIREMENTS INCLUDE A FULL-TIME DIRECTOR, PROFESSIONAL COUNSELORS (FULL OR PART-TIME), CLERICAL SUPPORT AND A BASIC OPERATING BUDGET. THE DIRECTOR SHOULD HAVE EXPERIENCE WITH ADULTS, PRO-

FESSIONAL TRAINING IN EDUCATION OR A RELATED FIELD PREFERABLY WITH AN ADULT FOCUS, AND POSSESS PUBLIC RELATIONS SKILLS. THE DIRECTOR SHOULD ALSO BE EXPERIENCED IN PROGRAM DEVELOPMENT/ADMINISTRATION AND FISCAL MANAGEMENT. A COOPERATIVE AND SUPPORTIVE RELATIONSHIP BETWEEN THE CENTER AND THE SPONSORING AGENCY IS CRUCIAL TO MAINTAINING INTEGRITY AND SERVING THE COMMUNITY AT LARGE. A MINIMUM START-UP TIME IS SEVERAL MONTHS WITH SOME INITIAL PREPARATION PRIOR TO THE ACTUAL BEGINNING OF SUCH A CENTER. PROJECT STAFF ARE WILLING TO SHARE SAMPLES OF MATERIALS AND PROGRAMS AS WELL AS STRATEGIES WITH POTENTIAL REPLICATORS.

## ADULT VOCATIONAL GUIDANCE CENTER

HERKIMER COMMUNITY COLLEGE
RESERVOIR ROAD
HERKIMER, NY 13350

CONTACT: KATHERINE DUNN, COUNSELOR

PROGRAM EMPHASIS: THE ADULT VOCATIONAL GUIDANCE CENTER HAS BEEN IN OPERATION SINCE MAY, 1978, SERVING THE ADULT POPULATION AT HERKIMER COMMUNITY COLLEGE AND THE SERVICE AREA. ADULT HAS BEEN DEFINED AS INDIVIDUALS 18 THROUGH 65 YEARS OF AGE. THE CENTER HAS HAD THE EDUCATIONALLY AND/OR ECONOMICALLY DISADVANTAGED ADULT AS A PRIMARY CLIENT GROUP AS WELL AS SERVING THOSE SEEKING ALTERNATIVES TO A HIGH SCHOOL DIPLOMA AND OTHERS INTERESTED IN OCCUPATIONAL CERTIFICATE OR DEGREE PROGRAMS AT THE COLLEGE.

DESCRIPTION: THE VOCATIONAL GUIDANCE CENTER CONDUCTS BOTH ON-CAMPUS AND OUTREACH ACTIVITIES.

ON-CAMPUS ACTIVITIES INCLUDE: INDIVIDUAL COUNSELING DURING AFTERNOON AND EVENING HOURS, FIVE DAYS A WEEK, AND WORKSHOPS DEALING WITH JOB SEARCH SKILLS AND EDUCATIONAL OPPORTUNIITES. THE JOB SEARCH WORKSHOPS ARE HELD PERIODICALLY THROUGHOUT EACH SEMESTER AND ARE MULTIPLE SESSION IN DESIGN. ALL WORKSHOPS ARE OPEN TO THE GENERAL PUBLIC AS WELL AS THE STUDENT BODY. EFFORTS TO INCREASE COMMUNITY AND STUDENT AWARENESS OF THE CENTER HAVE INCLUDED INDIVIDUAL LETTERS TO EACH ENROLLED EVENING STUDENT, FLYERS, ARTICLES AND ADVERTISEMENTS IN NEWSPAPERS, ANNOUNCEMENTS IN THE CONTINUING EDUCATION BROCHURE WHICH IS DELIVERED TO EACH HOUSE IN THE COUNTY, AND REFERRALS FROM FACULTY,

STUDENT PEERS AND COMMUNITY MEMBERS. THE INDIVIDUAL LETTER AND REFERRALS HAVE BEEN DETERMINED AS THE MOST EFFECTIVE PROCEDURES. THE CONTINUING EDUCATION BROCHURE IS VALUABLE BECAUSE OF ITS COMPREHENSIVE COVERAGE OF THE COMMUNITY.

THE SECOND MAJOR FOCUS IS OUTREACH. THE ADULT COUNSELOR HAS ESTABLISHED LINKAGE WITH THE DEPARTMENT OF SOCIAL SERVICES WHEREBY AN AFTERNOON A WEEK IS SET ASIDE TO MEET WITH THEIR CLIENTS AT THE SOCIAL SERVICE OFFICE. A SECOND DIMENSION OF OUTREACH IS WITH LOCAL BUSINESSES. THE CENTER WAS INTRODUCED TO LOCAL EMPLOYERS THROUGH DIRECT LETTER AND TARGETED ANNOUNCEMENTS OF SPECIALIZED WORKSHOPS FOR UPDATING EMPLOYEE JOB SKILLS. EMERGING FROM THESE EFFORTS HAVE BEEN ONGOING REFERRALS OF EMPLOYEES TO THE COLLEGE FOR SKILL UPDATING AS WELL AS SPECIAL TOPIC WORKSHOPS THAT IN SOME CASES ARE UNDERWRITTEN BY THE BUSINESS OR EMPLOYING AGENCY. PERSONNEL AT BUSINESSES ALSO REFER EMPLOYEES TO THE ADULT CENTER FOR HELP ON MATTERS RELATED TO EDUCATION AND CAREER PLANNING.

A REFERRAL SYSTEM HAS BEEN ESTABLISHED WITH THE LOCAL DEPARTMENT OF PROBATION AND, WHEN WARRANTED, CAREER COUNSELING SESSIONS ARE HELD AT THE DEPARTMENT. A SIMILAR RELATIONSHIP HAS BEEN ESTABLISHED WITH THE LOCAL PSYCHIATRIC CENTER FROM WHICH INDIVIDUALS ARE REFERRED FOR CAREER COUNSELING.

THE COUNTY LIBRARY SYSTEM HAS ALSO BEEN AN ACTIVE PART OF THE OUTREACH EFFORT. DURING THE FIRST YEAR, GROUP SESSIONS WERE CONDUCTED AT EACH LIBRARY FOR COMMUNITY MEMBERS. THE SECOND YEAR HAS BEEN DEVOTED TO INDIVIDUAL CONSULTATIONS WITH THE ADULT COUNSELOR ARRANGED BY A SIGN-UP PROCEDURE. THE HEAD LIBRARIAN AT EACH LIBRARY HAS USUALLY ASSUMED THE RESPONSIBILITY FOR COORDINATING THE PROCESS.

IMPACT. THE ADULT VOCATIONAL GUIDANCE CENTER HAS BEEN USEFUL IN ATTRACTING STUDENTS: 80% OF THOSE ATTENDING ORIENTATION SESSIONS AND 40% ATTENDING CONFERENCES AND WORKSHOPS CHOOSE TO ENROLL IN THE COLLEGE. CAREER INFORMATION AND JOB SEARCH WORKSHOPS HAVE SERVED A PUBLIC RELATIONS FUNCTION AS WELL AS HELPING STUDENTS WITH EMPLOYMENT RELATED DECISIONS AND ACTIONS.

THE NUMBER OF ADULTS USING THE CENTER HAS GROWN FROM OVER 100 TO 300 DURING THE TWO-YEAR PERIOD. FEEDBACK FROM CLIENTS INDICATE THAT THEY ARE SATISFIED WITH THE SERVICE AND THE NUMBER OF PEER REFERRALS CONTINUALLY INCREASES. ANOTHER SUCCESS INDICATOR IS THE NUMBER OF ADULTS IN THE COMMUNITY THAT NOW CALL AND ASK SPECIFICALLY FOR THE ADULT COUNSELOR BY NAME.

REPLICATION REQUIREMENTS: ONE FULL-TIME COUNSELOR AND A HALF-TIME SECRETARY WILL HAVE A SIGNIFICANT IMPACT ON A COLLEGE THE SIZE OF HERKIMER. THE COLLEGE SHOULD PROVIDE OFFICE AND WORKSHOP FACILITIES. ONGOING COOPERATION FROM STAFF IN COUNSELING AND CONTINUING EDUCATION IS VERY IMPORTANT. DIRECT COST ESTIMATES FOR AN OPERATION OF THIS SIZE CAN BE MADE FROM LOCAL SALARY LEVELS.

THE ADULT COUNSELOR SHOULD HAVE EXPERIENCE IN CAREER COUNSELING AT THE COLLEGE LEVEL OR WITH ADULTS. THE COUNSELOR NEEDS TO UNDERSTAND CAREER DECISION-MAKING, BE AWARE OF INFORMATION AND RESOURCES AND POSSESS THE ABILITY TO WORK WITH INDIVIDUALS IN A WIDE RANGE OF SITUATIONS. COMMUNICATION SKILLS, BOTH WRITTEN AND ORAL, ARE VALUABLE TOOLS. MOTIVATION AND COMMITMENT TOWARD SERVING ADULTS IS ESSENTIAL.

TO START SUCH A PROJECT, SIX MONTHS IS VIEWED AS NECESSARY FOR CONTACTS, COMMUNICATIONS, COOPERATIVE LINKAGES TO BE IN PLACE AND SERVICES PUBLICIZED. THERE IS A STRONG ELEMENT OF ONGOING DEVELOPMENT IN RESPONSE TO INTERESTS AND NEEDS OF CLIENTS AND COOPERATING AGENCY PERSONNEL. THE ITEMS THAT CAN BE SHARED WITH POTENTIAL REPLICATORS INCLUDE SAMPLE LETTERS, BROCHURES, PROGRAM DESIGNS AND WORK SCHEDULES AS WELL AS PERSONAL CONSULTANT SERVICES.

## CAREER COUNSELING AND WORK EXPERIENCE PROGRAM FOR HANDICAPPED STUDENTS

MONROE COMMUNITY COLLEGE
1000 EAST HENRIETTA ROAD
ROCHESTER, NY 14623

CONTACT: JAMES TERRELL, PROJECT DIRECTOR
ELAINE GOLDSTEIN, COORDINATOR
CAROLINE MILLER, ASSISTANT COORDINATOR

PROGRAM EMPHASIS: THE PURPOSE OF THIS PROJECT IS TO INTRODUCE HANDICAPPED STUDENTS TO THE WORLD OF WORK THROUGH A STRUCTURED WORK EXPERIENCE OR INTERNSHIP.

DESCRIPTION: THE PROJECT HAS THREE BASIC OBJECTIVES: TO DEVELOP (1) A WORK EXPERIENCE PROGRAM, (2) EMPLOYMENT OPPORTUNITIES, AND (3) A JOB PLACEMENT PROGRAM FOR HANDICAPPED STUDENTS ENROLLED IN OCCUPATIONAL PROGRAMS.

BECAUSE MANY HANDICAPPED STUDENTS HAVE HAD LITTLE OR NO PERSONAL EXPOSURE TO AN EMPLOYMENT SITUATION, THE OPPORTUNITY FOR AN INTERNSHIP OR REAL WORK EXPERIENCE IS A POSITIVE ADDITION TO A HANDICAPPED INDIVIDUAL'S EDUCATION. THE PROGRAM BEGINS WITH CAREER COUNSELING AND DEVELOPMENT ACTIVITIES AT ORIENTATION AND CONTINUES WITH PERSONAL ADVOCACY AND ASSISTANCE AS COLLEGE PROGRAM AND CAREER INTERESTS GROW. IN ORDER TO OVERCOME THE PROBLEM OF IDENTIFYING STUDENTS, INFORMATIONAL BROCHURES ARE SENT TO EVERY STUDENT INFORMING THEM OF THE OPPORTUNITY OF THE WORK-STUDY EXPERIENCE. THE PROGRAM STAFF MAINTAINS A CLOSE WORKING RELATIONSHIP WITH VOCATIONAL REHABILITATION STAFF AND SOCIAL

SERVICE AGENCIES AS WELL AS FACULTY AT THE COLLEGE.

WHEN A STUDENT'S INTEREST AND SCHEDULE PERMIT WORK EXPERIENCE, THEY ARE PLACED IN SETTINGS RELATED TO THEIR EDUCATIONAL PROGRAM. THE PLACEMENTS ARE VOLUNTARY AND VARIED IN HOURS TO SUIT BOTH EMPLOYER AND STUDENT SITUATIONS. THE PROGRAM IS TOTALLY INDIVIDUALIZED, TAILORED TO EACH STUDENT. IN ORDER TO ENCOURAGE BOTH STUDENTS AND BUSINESS TO PARTICIPATE, THE INTERNSHIP IS FLEXIBLE IN TIME AND TYPE. IT CAN BE FOR WAGES OR EXPERIENCE ONLY, BUT THE COLLEGE STRESSES THAT EACH INTERNSHIP BE MEANINGFUL WORK, NOT A "MAKE WORK" SITUATION. ALL STUDENTS INVOLVED IN THE WORK EXPERIENCE ARE REQUIRED TO HAVE PERSONAL ACCIDENT INSURANCE WHICH IS AVAILABLE FROM THE COLLEGE.

IMPACT. CURRENTLY THERE ARE OVER 40 EMPLOYERS IN THE AREA WHO ARE PARTICIPAING IN THE WORK EXPERIENCE PROGRAM. THIRTY STUDENTS HAVE INTERNED DURING THE PAST YEAR. OVER 230 STUDENTS HAVE BEEN INVOLVED IN THE COUNSELING AND CAREER DEVELOPMENT ACTIVITIES. ALL 30 WHO COMPLETED INTERNSHIPS WERE OFFERED PAID EMPLOYMENT, INCLUDING PART-TIME OR SUMMER WORK AS WELL AS FULL-TIME WORK. MANY CHOSE TO TRANSFER AND CONTINUE THEIR EDUCATION. THE PROJECT DEMONSTRATES TO EMPLOYERS THAT HANDICAPPED ARE PRODUCTIVE EMPLOYEES AND CAN FUNCTION IN A REGULAR BUSINESS OR INDUSTRIAL SETTING.

AS EMPLOYERS WORK WITH THE PROJECT AND OBSERVE THE VALUE OF THE STUDENT INTERNS, THEY BECOME WILLING TO ACCEPT GREATER NUMBERS. OVER THE TWO-YEAR PERIOD THE NUMBER OF WORK SITES HAS INCREASED TO WHERE THEY CURRENTLY OUTNUMBER STUDENTS SEEKING INTERNSHIPS.

REPLICATION REQUIREMENTS:

IF THE PROGRAM WERE TO BE ADAPTED BY ANOTHER INSTITUTION, A FULL-TIME PERSON WOULD BE NEEDED TO ACT AS COORDINATOR. THIS PERSON SHOULD BE PART OF THE COUNSELING CENTER STAFF WHO HAS ACCESS TO BACK-UP SUPPORT SERVICES.

START-UP TIME REQUIRED IS A MINIMUM OF ONE SEMESTER IN ORDER TO IDENTIFY STUDENTS AND THEIR NEEDS WHILE SIMUTANEOUSLY ESTABLISHING WORK EXPERIENCE OPPORTUNITIES WITH AREA EMPLOYERS. IT IS RECOMMENDED THAT AN INSTITUTION CONSIDERING SUCH A PROGRAM PLAN TO DEVELOP COOPERATIVE RELATIONSHIPS WITH CETA, YOUTH EMPLOYMENT PROGRAMS, SOCIAL SERVICE AGENCIES AND VOCATIONAL REHABILITATION COUNSELORS. THE COUNSELOR OR COORDINATOR SHOULD HAVE A SPECIAL INTEREST AND SENSITIVITY TO THE NEEDS OF THE HANDICAPPED BECAUSE THE JOB DEMANDS ACTIVE ADVOCACY. THE STAFF MEMBER MUST ALSO KNOW OR LEARN TO DEAL WITH PROGRAM FACULTY AND THE INDUSTRIAL COMMUNITY. SPECIALIZED TRAINING WOULD BE AN ASSET, BUT COMMITMENT IS MORE IMPORTANT TO PROGRAM SUCCESS. PROJECT STAFF ARE WILLING TO SHARE PROGRAM OUTLINES AND ACTIVITIES AS WELL AS PERSONAL CONSULTIVE SERVICES TO ANY INTERESTED REPLICATOR.

## CAYUGA COMMUNITY COLLEGE GRADUATE FOLLOW-UP REPORT

CAYUGA COMMUNITY COLLEGE
FRANKLIN STREET
AUBURN, NY 13201

CONTACT: SUSAN KUNCIO, DIRECTOR OF PLACEMENT

PROGRAM EMPHASIS: THE MAJOR EMPHASIS OF THIS PROJECT IS A FOLLOW-UP STUDY OF ALL DEGREE AND CERTIFICATE GRADUATES OF CAYUGA COMMUNITY COLLEGE AND THE SUBSEQUENT USE OF ITS RESULTS IN IMPROVING INSTRUCTIONAL PROGRAMS AND PUBLIC INFORMATION ACTIVITIES.

DESCRIPTION: THE GRADUATE FOLLOW-UP REPORT IS AN OVERVIEW OF CHARACTERISTICS, ATTITUDES AND PLACEMENT OF STATUS OF ALL WHO COMPLETE A DEGREE OR CERTIFICATE PROGRAM AT CAYUGA. THE PRIMARY PURPOSE IS TO PROVIDE A SOUND STATISTICAL BASIS FOR EVALUATION OF EDUCATIONAL PROGRAMS AND SERVICES. IN THE THREE YEARS IT HAS BEEN IN EXISTENCE, THE RESPONSE RATE HAS AVERAGED 95 PERCENT.

THE INSTRUMENT USED TO COLLECT DATA CONTAINS 19 CORE QUESTIONS AND IS PRINTED AS A ONE-PAGE FOLD-OUT BROCHURE FOR EASY MAILING. QUESTIONS ADDRESS EDUCATIONAL AND/OR EMPLOYMENT STATUS, INITIAL EXPERIENCE WITH ADMISSIONS PROCEDURES, EDUCATIONAL EXPERIENCE AT CAYUGA, IMPACT OF THE TRANSFER PROCESS AND THE CURRENT WORK SITUATION. THE QUESTIONS FOR THE INSTRUMENT WERE ORIGINALLY DERIVED TO REFELCT THE INFORMATIONAL NEEDS OF THE INSTITUTION. FACULTY AND STAFF WERE CONTACTED TO SPECIFICALLY DETERMINE WHAT THEY WANTED TO KNOW FROM THEIR GRADUATES. THE ITEMS FOR THE INSTRUMENT WERE DEVELOPED FROM THIS POOL OF

INFORMATION NEEDS. THE INSTRUMENT HAS BEEN REVISED TWICE.

IT IS ESTIMATED THAT A MINIMUM OF TWO MONTHS IS REQUIRED FOR DEVELOPMENT. THE FOLLOW-UP PROCESS BEGINS WITH INITIAL MAILINGS OF THE QUESTIONNAIRE AND COVER LETTER IN LATE NOVEMBER. THOSE WHO HAVE NOT REPLIED BY CHRISTMAS ARE CONTACTED AGAIN BY MAIL. IN MID-JANUARY, THOSE NOT RESPONDING TO THE MAIL REQUEST ARE CONTACTED BY TELEPHONE. TWO TELEPHONE CONTACTS APPEAR TO BE NECESSARY IN ORDER TO OBTAIN A MAXIMUM RESPONSE RATE. NAMES AND ADDRESSES ARE DRAWN FROM COLLEGE ADMISSIONS RECORDS AND SUPPLEMENTED BY THOSE WHO REGISTER WITH THE PLACEMENT CENTER. THE RESULTS OF THE QUESTIONNAIRE ARE COMPILED AS A GRADUATE FOLLOW-UP REPORT. THE REPORT USUALLY CONSISTS OF THE FOLLOWING SECTIONS: GRADUATE CHARACTERISTICS, ATTITUDES, PLACEMENT OF GRADUATES IN TERMS OF DEGREE AND CURRICULUM IN WHICH THEY WERE ENROLLED AT CAYUGA, COMMENTS FROM THE GRADUATES AND IMPLICATIONS AND RECOMMENDATIONS SUGGESTED BY THE FINDINGS.

IMPACT. THE RESULTS OF THE FOLLOW-UP STUDY HAVE BEEN USED EXTENSIVELY IN THE AREAS OF CAREER COUNSELING, CURRICULUM DEVELOPMENT, RECRUITMENT AND EVALUATION OF CAREER PROGRAMS. BECAUSE OF THE REPORT, THE PLACEMENT FUNCTION HAS BECOME ONE OF THE FOCAL POINTS OF THE INSTITUTION. THE RESULTS HAVE ALSO BEEN USEFUL IN EXTERNAL EVALUATION SITUATIONS SUCH AS MIDDLE STATES. SINCE THE FOLLOW-UP STUDY ENCOURAGES ONGOING FACULTY INTERACTIONS WITH THE PLACEMENT OFFICE, INFORMATION AND PROCEDURES ARE CONSTANTLY UPDATED. THE STUDY HAS BECOME A MAJOR ACCOUNTABILITY ACTIVITY ASSESSING THE APPLICATION BY GRADUATES OF THE EDUCATION

RECEIVED AT THE COLLEGE TO REAL WORLD SITUATIONS.

REPLICATION REQUIREMENTS: AS PART OF A PLACEMENT FUNCTION, APPROXIMATELY ONE-THIRD OF A STAFF MEMBER'S TIME IS SUFFICIENT TO CARRY OUT A FOLLOW-UP STUDY AND REPORT OF THIS SCOPE. AFTER THE INSTRUMENT IS DEVELOPED, TASKS INCLUDE MAILING, ADDRESSING, CODING OF THE RESPONSES AND WRITING THE REPORT. EXISTING CLERICAL STAFF CAN PERFORM MANY OF THESE TASKS BUT ADDITIONAL TEMPORARY SERVICES MAY BE REQUIRED. OTHER NEEDS INCLUDE ACCESS TO NAMES AND ADDRESSES OF GRADUATES AND INSTRUMENT PRINTING AND MAILING COSTS. ADMINISTRATION AND FACULTY SHOULD BE ACTIVELY INVOLVED DURING THE DEVELOPMENT OF THE QUESTIONS AS WELL AS IN THE INTERPRETATION AND USE OF THE RESULTS. THE COLLEGE IS WILLING TO SHARE THE QUESTIONNAIRE, THE REPORT AND THE SUMMARY FLYER USED AS A PUBLIC INFORMATION TOOL WITH ANY POTENTIAL REPLICATING INSTITUTION.

## COMMUNITY-BASED EXPERIENCE IN ELECTRICAL TECHNOLOGY

ROCKLAND COMMUNITY COLLEGE
145 COLLEGE ROAD
SUFFERN, NY 10901

CONTACT: MORTON LEIFER, ASSOCIATE PROFESSOR

PROGRAM EMPHASIS: THIS PROJECT IS DIRECTED TO PROVIDING STUDENTS IN ELECTRONIC TECHNOLOGIES WITH THE OPPORTUNITY FOR EXPERIENTIAL LEARNING IN ACTUAL WORK SITUATIONS. STUDENTS ARE AFFORDED ACCESS TO EQUIPMENT AND TECHNOLOGICAL APPLICATIONS CURRENTLY IN USE BY BUSINESS AND INDUSTRY IN THE COMMUNITY WHICH, IN MANY OCCASIONS, IS A MORE ADVANCED STATE OF THE ART THAN COULD BE PROVIDED IN A COLLEGE LABORATORY. THE USE OF INDIVIDUALIZED LEARNING CONTRACTS PERMITS THE COMBINATION OF A WIDE RANGE OF LEARNING RESOURCES, BOTH FROM WITHIN THE CAMPUS AND FROM THE SURROUNDING TECHNOLOGICAL COMMUNITY, WHICH WOULD NOT BE AVAILABLE IN THE TRADITIONAL MODE. THESE LEARNING RESOURCES INCLUDE PREPACKAGED MEDIATED INSTRUCTIONAL MATERIALS, PROGRAMMED TEXTS AND WORKBOOKS, SELECTED STANDARD TEXTS, SCHEDULED CLASSROOM INSTRUCTION AND COMPETENCY-BASED, COMMUNITY-BASED LABORATORY EXPERIENCE.

DESCRIPTION: THE HEART OF THE PROGRAM IS THE INDIVIDUAL LEARNING CONTRACT SYSTEM. EACH CONTRACT IS COOPERATIVELY DEVELOPED BY FACULTY AND MENTORS AT COMMUNITY-BASED INDUSTRIES. FOLLOWING COMPLETION OF A SOUND CORE OF INTRODUCTORY ELECTRONICS COURSES, STUDENTS ARE PROVIDED OPTIONS TO STUDY SELECTED TOPICS FROM A RANGE OF ADVANCED COURSES UNDER A LEARNING CONTRACT ARRANGEMENT.

EACH CONTRACT IS SPECIFIED AS TO SPECIFIC PURPOSE, TERMINAL PERFORMANCE OBJECTIVES, LEARNING ACTIVIITES AND EVALUATION CRITERIA. THE LEARNING CONTRACT MUST HAVE A NUMBER OF COLLEGE STAFF APPROVALS INCLUDING THE DEPARTMENT CHAIRPERSON AND THE DEAN OF ACADEMIC STUDIES. EACH LEARNING CONTRACT MUST ALSO SPECIFY THE TIMEFRAME THAT WILL BE INTEGRATED WITH THE STUDENT'S SCHEDULE AND MUST BE AGREED TO BY THE INDUSTRY-BASED MENTOR. THE CONTRACTS ARE COMPETENCY-BASED AND CAN BE COMPLETED IN A SHORTER THAN SPECIFIED PERIOD OF TIME BY STUDENTS WHO HAVE HAD PRIOR LEARNING OR WHO LEARN QUICKLY.

CONTRACT COURSES IN ELECTRICAL TECHNOLOGY CAN CARRY FROM ONE TO FOUR COLLEGE CREDITS. A WIDE RANGE OF CONTRACT COURSES NOW EXIST IN DIGITAL CIRCUITS, MICRO-PROCESSORS, LINEAR INTEGRATED CIRCUITS, ENERGY SUPPLIES, MEDICAL ELECTRONICS, AUDIO RECORDING TECHNIQUES, ELECTRONIC EQUIPMENT REPAIR, AMONG OTHERS.

A STANDARD "BOILER PLATE" CONTRACT EXISTS FOR EACH COURSE OFFERING. THIS STANDARD CONTRACT CONTAINS A DESCRIPTION OF THE COURSE, A COMPLETE LIST OF INSTRUCTIONAL OBJECTIVES, AND LEARNING ACTIVITIES THAT ARE USUALLY AVAILABLE TO ACHIEVE THOSE OBJECTIVES. THE METHODS AND CRITERIA FOR EVALUATION ARE ALSO SPECIFIED IN DETAIL. THE STANDARD CONTRACT IS WRITTEN AS A FOUR-CREDIT COURSE. STUDENTS INTERESTED IN A PARTICULAR CONTRACT WILL CONTACT THE DEPARTMENT CHAIRPERSON WHO WILL ADVISE THE STUDENT OF THE OPPORTUNITIES AVAILABLE AT THAT TIME AND DETERMINE THE DEPTH AND SCOPE OF LEARNING REQUIRED CONSISTENT WITH THE NUMBER OF CREDITS THE STUDENT DESIRES. THE RESOURCES AVAILABLE AT COMMUNITY-BASED FACILITIES ARE SUB-

JECT TO CONTINUAL CHANGE AS THE PRODUCTS UNDER DEVELOPMENT, MANUFACTURE AND TESTING CHANGE WITH TECHNOLOGICAL ADVANCES.

ALTHOUGH THE LEARNING ACTIVITIES MAY IN SOME CASES INCLUDE ATTENDANCE IN THE TRADITIONAL REGULARLY SCHEDULED CLASSES, CONTRACT LEARNING IS NOT CONSTRAINED BY TIME; THE CONTRACT IS COMPLETED WHEN THE STUDENT CAN DEMONSTRATE COMPETENCY AS SPECIFIED IN THE EVALUATION SECTION OF THE CONTRACT. STUDENTS WHO ENROLL IN A CONTRACT COURSE WILL BE ASSIGNED A MENTOR WHO WILL NEGOTIATE THE FINAL FORM OF THE CONTRACT WITH REGARD TO INSTRUCTIONAL OBJECTIVES AND LEARNING ACTIVITIES. THE MENTOR IS A HIGHLY QUALIFIED EXPERT IN THE TECHNOLOGICAL FIELD THAT THE CONTRACT IS ADDRESSING. OFTEN MENTORS ARE WELL-SALARIED INDIVIDUALS WHO CANNOT AFFORD TO SACRIFICE THEIR INCOME TO TEACH, BUT ENJOY TEACHING. THE STUDENT HAS THE BENEFIT OF EXPERT TUTORING, THE MENTOR GAINS THE SATISFACTION THAT COMES FROM TEACHING, AND THE PROGRAM RECEIVES INPUT FROM PRACTICING EXPERTS IN ADVANCED TECHNOLOGY. THE DEPARTMENT CHAIRPERSON OR DESIGNEE SERVES AS A CO-MENTOR FOR EACH CONTRACT TO OVERSEE THE PROCESS AND MAINTAIN STANDARDS CONSISTENT WITH INSTITUTIONAL ACADEMIC PHILOSOPHY SINCE THE "MENTOR OF RECORD" MAY NOT BE FULL-TIME FACULTY.

MENTORS OF RECORD CURRENTLY RECEIVE $15 PER CREDIT HOUR FOR EACH STUDENT. A MENTOR MAY BE RESPONSIBLE FOR AS MANY AS 25 STUDENTS PER SEMESTER. A CONSIDERABLE AMOUNT OF MENTORING IS DONE VIA THE TELEPHONE AND ALL PARTIES TO THE CONTRACT ARE CONSIDERATE OF THE EXPENDITURE OF TIME AND ENERGY.

IMPACT. A PROGRAM SUCH AS THIS CAN PROVIDE HIGH QUALITY INDIVIDUALIZED EDUCATIONAL OPPORTUNITIES

AT EXTREMELY LOW COST. THE OPPORTUNITIES ARE VERY POPULAR WITH ADVANCED STUDENTS. THE COLLEGE ALSO GAINS FROM CLOSER DAY TO DAY WORKING RELATIONSHIPS WITH AREA BUSINESSES. THE PREPARATION WORK BY FACULTY IN PREPARING INSTRUCTIONAL OBJECTIVES FOR THEIR COMMUNITY-BASED COURSES HAS HAD A POSITIVE IMPACT FOR COLLEGE-BASED INSTRUCTION. ALL OF THE TECHNICAL COURSES MAINTAIN A HIGH DEGREE OF RELEVANCY AND REFLECT THE STATE OF TECHNOLOGY OF THE LOCAL INDUSTRIAL COMMUNITY. MANY STUDENTS HAVE OBTAINED JOBS AT THEIR EXPERIENTIAL LEARNING FIELD SITE FOLLOWING GRADUATION. THE SCHOOL PROVIDES A RESOURCE OF WELL-TRAINED TECHNICAL PEOPLE TO FILL THE PERSONNEL NEEDS OF LOCAL INDUSTRY; LOCAL INDUSTRY PROVIDES THE SCHOOL WITH EXPERT PRACTITIONERS TO SERVE AS MENTORS AND ADJUNCT FACULTY. IT IS IMPORTANT TO NOTE THAT STUDENTS WHO HAVE TAKEN CONTRACT COURSES AND TRANSFER TO UPPER DIVISION COLLEGES DO AT LEAST AS WELL AS THEIR COUNTERPARTS WHO HAVE ONLY HAD CAMPUS-BASED TECHNICAL COURSES.

REPLICATION REQUIREMENTS: COPIES OF SAMPLE LEARNING CONTRACTS AND GUIDELINES FOR DEVELOPING PROGRAM OBJECTIVES AND THE LINKAGE PROCESS WITH LOCAL INDUSTRY CAN BE SHARED WITH POTENTIAL REPLICATORS. THE MANAGEMENT OF THE CONTRACT LEARNING MODEL AT ROCKLAND CAN ALSO BE OUTLINED FOR THOSE THAT MAY BE INTERESTED. CONSULTIVE SERVICES OF THE DEVELOPER MAY ALSO BE PROVIDED.

## COMPETENCIES OF CHILD CARE WORKERS

CANTON AGRICULTURAL AND TECHNICAL COLLEGE
CANTON, NY 13617

CONTACT: PROFESSORS HELEN TEDFORD, CAROLYN SHELMIDINE AND BEVERLY KEARING

PROJECT EMPHASIS: THE PROGRAM WAS DEVELOPED BY THE INSTRUCTIONAL STAFF OF THE EARLY CHILDHOOD PROGRAM TO COMMUNICATE THE COMPETENCIES NEEDED BY CHILD CARE WORKERS TO STUDENTS, PROSPECTIVE STUDENTS, DAY CARE WORKERS AND PARENTS. A MULTI-AUDIENCE SLIDE/TAPE PRESENTATION WAS SELECTED AS THE COMMUNICATION MODE. THE CHILD DEVELOPMENT ASSOCIATE (CDA) COMPETENCIES WERE USED AS A FOCUS BECAUSE THEY ARE AN INTEGRAL PART OF THE COLLEGE'S CHILD CARE PROGRAM.

DESCRIPTION: THE 20 MINUTE SLIDE/TAPE PRESENTATION WAS DESIGNED TO DEPICT ADULT BEHAVIORS THAT DEMONSTRATE CHILD CARE WORKER COMPETENCIES. THE COMPETENCIES ADDRESSED ARE BASED ON THE SIX COMPETENCY AREAS IDENTIFIED IN THE GUIDE, BECOMING A CHILD DEVELOPMENT ASSOCIATE. IT WAS WRITTEN BY FRAN LITMAN AND RITA WEATHERSBY AND PUBLISHED BY THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, 1975. THE COMPETENCY AREAS ARE:

- -- CREATING A SAFE AND HEALTHY LEARNING ENVIRONMENT.
- -- ADVANCING PHYSICAL AND INTELLECTUAL ABILITIES.
- -- DEVELOPING A CHILD'S POSITIVE SELF-IMAGE.
- -- BUILDING A HEALTHY GROUP ENVIRONMENT.
- -- COORDINATING HOME AND CENTER EXPERIENCE.
- -- CARRYING OUT SUPPLEMENTARY RESPONSIBILITIES.

THE SLIDES SHOW FACILITIES AND PROGRAMS IN PROGRESS THAT ILLUSTRATE COMPETENCIES LISTED IN THE GUIDE. THESE PROGRAMS ARE LOCATED IN THE NORTHERN NEW YORK AREA AND WERE VISITED BY THE PROJECT DEVELOPERS. THE PICTURES SHOW TEACHERS OR CHILD CARE WORKERS ATTENDING TO THE NEEDS OF CHILDREN. THE SCRIPT AND/OR TAPE DESCRIBES EACH COMPETENCY AS IT IS BEING ILLUSTRATED. THE ENTIRE PROGRAM IS PULSED FOR AUTOMATIC CHANGES OF THE SLIDES AS THE TAPE PROGRESSES.

A CHILD DEVELOPMENT ASSOCIATE (CDA) IS A PERSON KNOWLEDGEABLE ABOUT YOUNG CHILDREN AND CAPABLE OF PROVIDING EDUCATIONAL EXPERIENCES SUITABLE FOR THEM. THE CREDENTIAL IS USEFUL TO WORKERS IN PRESCHOOL AND NURSERY SCHOOL PROGRAMS, DAY CARE AND HEAD START PROGRAMS. THESE CHILD CARE SPECIALISTS FUNCTION AS PART OF A PROFESSIONAL TEAM. CDA TRAINING CAN BE APPROPRIATE FOR:

- -- MEMBERS OF A CHILD CARE STAFF WITH EXPERIENCE AND LITTLE OR NO TRAINING.
- -- CERTIFIED TEACHERS WHO WISH TO GAIN SKILLS IN WORKING WITH PRESCHOOLERS.
- -- PARENTS.
- -- VOLUNTEERS WHOSE WORK HAS LED THEM TO SEEK FORMAL TRAINING.

THE CREDENTIAL IS BECOMING ACCEPTED AND NATIONALLY RECOGNIZED. THE DCA GUIDE IS AVAILABLE FROM THE U.S. GOVERNMENT PRINTING OFFICE: 1975-620-515/2164 301.

IMPACT: THE PRESENTATION IS USEFUL:

- -- FOR RECRUITMENT OF STUDENTS.
- -- AS AN EDUCATION TOOL IN MOST CHILD CARE AGENCY PROGRAMS.

-- FOR INSERVICE SEMINARS WITH ANY CHILD CARE STAFF.

-- TO EXPLAIN THE PHILOSOPHY OR GOALS OF EARLY CHILDHOOD TO THE PUBLIC.

EVEN THOUGH THE PRESENTATION IS BRIEF, IT IS COMPREHENSIVE. IT COMMUNICATES ITS MESSAGE AND IS ADAPTABLE TO A VARIETY OF USES AND EMPHASES. IT COULD BE THE BASIS FOR LECTURES AND DISCUSSIONS. IT WAS DEVELOPED TO CLARIFY TO THE PUBLIC THE INTENT OF THE COLLEGE TRAINING AND TO DEMONSTRATE THE ADULT COMPETENCIES NEEDED FOR EFFECTIVENESS IN CHILD CARE.

REPLICATION REQUIREMENTS: COPIES OF THE SLIDE/TAPE PRESENTATION ARE AVAILABLE FOR LOAN USE FOR THE COST OF POSTAGE. IF A COLLEGE FACULTY OR EARLY CHILDHOOD CENTER WANTED TO DEVELOP ITS OWN PRESENTATION, THAT UNIT SHOULD HAVE ACCESS TO A COMMUNICATION CENTER OR POSSESS THE EQUIPMENT FOR PHOTOGRAPHING CHILDREN AND ADULTS IN CENTERS AND RECORDING A SCRIPT TO CORRELATE WITH THE PICTURES AND COMPETENCIES. ANY OF THE AUTHORS WOULD BE AVAILABLE ON A CONSULTANT BASIS TO ASSIST IN THIS KIND OF ENDEAVOR.

# COMPETENCY AREAS & PERSONAL CAPACITIES

 BECOMING A CHILD DEVELOPMENT ASSOCIATE
U.S. Department of Education
Office of Child Development - 1975.

## CONTINUING EDUCATION FOR RURAL HEALTH PRACTITIONERS

ALFRED AGRICULTURAL AND TECHNICAL COLLEGE
ALFRED, NY 14802

CONTACT: ROBERT L. LOVE, DEAN
MARIE E. BABCOCK, DIRECTOR

**PROGRAM EMPHASIS:** THE PROJECT WAS UNDERTAKEN TO PROVIDE CONTINUING EDUCATION OPPORTUNITIES FOR ALLIED HEALTH PROFESSIONALS AND TO UPDATE THEIR SKILLS AND KNOWLEDGES IN ORDER TO MAINTAIN COMPETENCY IN RAPIDLY CHANGING SPECIALTIES.

**DESCRIPTION:** THREE GOALS WERE SET FOR THE PROJECT. THE GOALS AND THEIR ACTIVITIES ARE AS FOLLOWS:

1) TO PROVIDE ADULT CONTINUING EDUCATION PROGRAMS (LECTURES, SEMINARS, WORKSHOPS) FOR ALLIED HEALTH PROFESSIONALS. THE PROGRAMS WERE DESIGNED TO ADDRESS TOPICS DEALING WITH CURRENT INTERESTS AND NEEDS IDENTIFIED BY AREA HEALTH PROFESSIONALS. IN SOME FIELDS, A SPECIFIED NUMBER OF CONTINUING EDUCATION HOURS ARE REQUIRED FOR RETENTION OF CERTIFICATION OR LICENSURE. ADDITIONALLY, MANY OF THESE PROFESSIONALS HAVE EDUCATIONAL NEEDS OUTSIDE OF THEIR SPECIALITIES, SUCH AS TRAINING FOR MANAGEMENT, SUPERVISION AND/OR PUBLIC RELATIONS. ONGOING INTERACTIONS WITH AREA HEALTH PROFESSIONALS AND AGENCIES HELP TO FORMULATE THE TYPES OF PROGRAMS THAT SATISFY THESE NEEDS AND INTERESTS. EXAMPLES OF PROGRAMS OFFERED ARE: DIAGNOSTIC URINALYSIS, QUALITY ASSURANCE, ENTERIC IDENTIFICATION, ETHICAL AND MORAL ISSUES, SUPERVISION AND MANAGEMENT, AND PHARMACOLOGY: REVIEW AND UPDATE FOR NURSES.

2) TO IMPROVE THE EFFICIENCY OF INSERVICE TRAINING AND PATIENT EDUCATION PROGRAMS IN RURAL HEALTH CARE AGENCIES AND COMMUNITIES VIA THE DEVELOPMENT AND PRODUCTION OF LEARNING AIDS. INSERVICE EDUCATION FOR AREA HEALTH-CARE AGENCIES HAS BEEN ENHANCED THROUGH THE USE OF THE SCHOOL'S VIDEOTAPING SERVICE. THIS SERVICE ALLOWS ANY AGENCY THE OPPORTUINITY TO PRODUCE VIDEOTAPED MATERIALS FOR THEIR USE IN INSERVICE TRAINING PROGRAMS AT A NOMINAL COST. THIS METHOD OF EDUCATIONAL TECHNOLOGY HAS BEEN USED TO DEVELOP SUCH VIDEO PROGRAMS AS "HEMODYNAMICS" AND "FIRE EVALUATION" FOR TWO AREA HOSPITALS. ALSO AVAILABLE FOR INSERVICE EDUCATION ARE SELF-INSTRUCTIONAL MODULES, DESIGNED FOR INDEPENDENT STUDY. APPROXIMATELY 125 MODULES ARE OFFERED USING A VARIETY OF MEDIA APPROACHES, SUCH AS PRINTED MATERIALS, SLIDE/TAPE SEQUENCES, AUDIOTAPES, AND INTERACTIVE COMPUTER ASSISTED INSTRUCTION MODULES ADDRESSING SUCH TOPICS AS: BIOCHEMISTRY FOR ANATOMY AND PHYSIOLOGY, QUALITY CONTROL AND HOSPITAL STATISTICS. A SOFTWARE LOAN PROGRAM MAKES AVAILABLE TO HEALTH-CARE AGENCIES A VARIETY OF EDUCATIONAL SOFTWARE MATERIALS. THIS SERVICE OFFERS THESE AGENCIES THE OPPORTUNITY TO BETTER INFORM THEIR EMPLOYEES WITHOUT THE COST OF PURCHASING EDUCATIONAL SOFTWARE.

COMMUNITY HEALTH EDUCATION ENDEAVORS TO ADDRESS THE INTERESTS AND NEEDS OF THE HEALTH-CARE CONSUMER GROUP WHICH INCLUDES PATIENTS, SPECIAL INTEREST GROUPS AND THE COMMUNITY AT LARGE. SPECIAL EDUCATION PROGRAMS OFFER INFORMATION ON SUCH TOPICS AS CHILD ABUSE, POISONING HAZARDS, SUDDEN INFANT DEATH SYNDROME, PATIENT'S RIGHTS, CONFIDENTIALITY AND MANAGING STRESS. A WEEKLY TELEVISED VIDEOTAPED PROGRAM PREPARED BY THE UNIVERSITY OF ILLINIOS ENTITLED "CONSULTATION" PROVIDES HEALTH CARE

INFORMATION TO THE PUBLIC OVER TWO LOCAL AREA CABLE TV SERVICES. ALSO AIRED OVER THESE CABLE SYSTEMS IS A SERIES OF PROGRAMS FOR SENIOR CITIZENS ENTITLED "SOUVENIRS AND HEIRLOOMS TODAY." THROUGH TAPED PERSONAL INTERVIEWS, THESE PROVIDE INFORMATION ON LOCAL SENIOR CITIZEN INVOLVEMENT PROJECTS, INTERESTS AND HOBBIES. SELF-INSTRUCTIONAL PATIENT EDUCATION MATERIALS, PREPARED AT NORTH CAROLINA MEMORIAL HOSPITAL, CHAPEL HILL, NORTH CAROLINA, ARE AVAILABLE TO THE LAY PUBLIC. THESE MATERIALS WERE DESIGNED TO HELP THE LAY PERSON BETTER UNDERSTAND HEALTH PROBLEMS AND STEPS THAT CAN BE TAKEN IN THE HEALTH-CARE PROCESS. TITLES, DESCRIPTION, AUTHOR, READING LEVELS, CONTENT AND NUMBER OF PAGES OF EACH MODULE ARE GIVEN IN AN AVAILABLE CATALOG. THESE MODULES ARE AVAILABLE AT THE COST OF DUPLICATION.

3) TO DISSEMINATE INFORMATION TO AREA HEALTH-CARE FACILITIES AND THE PUBLIC THROUGH THE PUBLICATION OF HEALTH EDUCATION NEWSLETTERS. NEWSLETTERS PROVIDE A VEHICLE FOR COMMUNICATION. THE "EXTENDED HEALTH EDUCATION NEWSLETTER" REACHES OVER 2,500 ALLIED HEALTH PROFESSIONALS IN THE WESTERN NEW YORK AREA. IT FACILITATES THE SHARING OF RESOURCES AND EXCHANGE OF INFORMATION AND IDEAS AS WELL AS ANNOUNCING CONTINUING EDUCATION PROGRAMS AND SERVICES. "SILVER LININGS," A PUBLICATION CO-SPONSORED BY THE ALLEGANY COUNTY OFFICE FOR THE AGING, INCLUDES AN ARTICLE ENTITLED "SENIOR ADULT HEALTH THOUGHTS" WHICH PROVIDES SENIOR CITIZENS WITH HEALTH INFORMATION. IT IS RECEIVED BY OVER 4,000 SENIOR CITIZENS.

IMPACT: THE PROGRAM IS VALUABLE IN THAT IT HELPS THE COLLEGE MEET ITS MISSION OF SERVING THE PROFESSIONAL COMMUNITY. IT HAS PROVIDED STIMULI FOR A

VARIETY OF STUDENT-ORIENTED PROGRAMS AND HAS IMMEASURABLE RETURN IN TERMS OF COMMUNITY RELATIONS. THE PROFESSIONAL PROGRAM OFFERINGS ARE POPULAR AND DREW OVER 2000 PARTICIPANTS FROM WESTERN NEW YORK, AS FAR EAST AS NEW YORK CITY, AND AS FAR WEST AS OHIO. THE NOMINAL FEES CHARGED ARE TO COVER COSTS OF MEANS, SPEAKER HONORARIA, AND MATERIALS USED IN THE SESSIONS.

THE PROJECT PROVIDES A COMMUNITY SERVICE BY PRESENTING JOB-RELATED INSTRUCTIONAL RESOURCES WHICH HEALTH-CARE INSTITUTIONS FIND TIME-CONSUMING AND COSTLY TO PROVIDE INHOUSE. THE ATTENDANCE AND SUPPORT FOR TOPICAL PROGRAMS, BOTH ON AND OFF CAMPUS, CONTINUES TO GROW AND BE SUCCESSFUL. THE NEWSLETTER CIRCULATION IS EXPANDING AND SERVES AS AN ONGOING SOURCE OF COMMUNICATION.

REPLICATION REQUIREMENTS:

ALTHOUGH THE DEVELOPMENT COSTS OF A PROGRAM OF THIS SCOPE ARE HIGH AND NOT NECESSARILY A FEASIBLE CONSIDERATION FOR EVERY COLLEGE, ALL MATERIALS OF THIS PROJECT ARE AVAILABLE FOR DUPLICATION AT COST. TO BE FREE-STANDING, A PROGRAM OF THIS NATURE REQUIRES A COORDINATOR. HOWEVER, THE PROGRAM CAN BE ADMINISTERED BY THE CONTINUING EDUCATION OFFICE OF THE COLLEGE IN COOPERATION WITH THE ALLIED HEALTH DIVISION PERSONNEL. AN ADVISORY BOARD REPRESENTING AREA ALLIED HEALTH PROFESSIONALS, FACULTY AND IN-SERVICE DIRECTORS FROM LOCAL HEALTH AGENCIES IS ALSO RECOMMENDED.

A SYSTEM OF COMMUNICATION BETWEEN HEALTH AGENCIES TO BE SERVED AND THE INSTITUTION'S EXTENDED HEALTH EDUCATION OFFICE IS NECESSARY TO DELIVER THE KINDS OF PROGRAMS NEEDED TO BUILD CREDIBILITY FOR THE SERVICE.

SELF-INSTRUCTIONAL COMPUTER ASSISTED INSTRUCTIONAL PROGRAMS ARE AVAILABLE ON FLOPPY DISCS FOR USE ON DEC PDP 8/A CLASSIC MINI-COMPUTERS. FOR INSTITUTIONS WITHOUT THESE INSTRUMENTS A PROGRAM PRINTOUT, IN BASIC, IS AVAILABLE FOR ADAPTATION TO OTHER COMPUTERS. THE PROGRAMS DEAL WITH OVER FIFTY DIFFERENT AREAS, SUCH AS, ACID-BASE BALANCE, MOLECULAR FORMULAS, ELECTROPHORESIS, INFLAMMATORY PROCESS AND OBSTETRICS-PRIMIGRAVIDA. THEY ARE DESIGNED AS EVALUATION AND LEARNING MODULES, WHEREBY LEARNERS EVALUATE THEIR WEAKNESSES AND BRANCH TO LEARNING AIDS VIA PROGRAMMED INSTRUCTION. PRINTOUTS OF THE LEARNING PORTION ARE AVAILABLE UPON SELECTION BY THE LEARNER.

AUDIOVISUAL EQUIPMENT FOR SLIDES, TAPES AND VIDEO IS NECESSARY. BECAUSE THE MODULES AND MATERIALS CAN BE DUPLICATED AND PRESENTED LOCALLY, REPLICATION ON A MODEST SCALE CAN BE UNDERWAY IMMEDIATELY.

## EMPLOYEE TRAINING AND DEVELOPMENT PROGRAM

MONROE COMMUNITY COLLEGE
1000 EAST HENRIETTA ROAD
ROCHESTER, NY 14623

CONTACT: KAY REED, COORDINATOR

**PROGRAM EMPHASIS:** THE PROJECT ADDRESSES THE ECONOMIC DEVELOPMENT OF THE SERVICE AREA BY PROVIDING JOB-RELATED EDUCATIONAL AND TRAINING OPPORTUNITIES FOR EMPLOYEES OF LOCAL BUSINESSES, AGENCIES AND EMPLOYING ORGANIZATIONS.

**DESCRIPTION:** THE PROJECT WAS ORIGINATED WITH VOCATIONAL EDUCATION GRANT SUPPORT IN SEPTEMBER, 1977, AND IS CURRENTLY BEING OPERATED WITH LOCAL FUNDS. THE EMPLOYEE TRAINING AND DEVELOPMENT PROGRAM IS DESIGNED TO DEVELOP AND DELIVER TARGETED, SHORT-TERM TRAINING COURSES TO THE WORK FORCE OF AREA EMPLOYERS. DURING THE THREE YEARS OF OPERATION, THE TRAINING PROGRAMS HAVE INCLUDED TECHNICAL, SUPERVISORY, COMMUNICATION AND REMEDIAL SKILL SUBJECTS.

A MAJOR STRENGTH OF THE PROGRAM IS ITS FLEXIBILITY. COURSES HAVE BEEN OFFERED ON THE BUSINESS'S OWN SITE, ON THE COLLEGE CAMPUS AND AT NEUTRAL SITES, SUCH AS A MOTEL. THE SCHEDULING AND PROGRAM CONTENT IS TAILORED TO THE EMPLOYER'S PREFERENCE; NEW CLASSES START EACH MONTH OFFERED DURING MORININGS, AFTERNOONS OR EVENING, AS DESIRED. THE PROGRAM PUBLISHES AND DISTRIBUTES A CATALOG THAT OUTLINES THE 80 COURSES THAT COULD BE AVAILABLE. BY PERSONAL CONTACT AND INFORMATIONAL BROCHURES, EMPLOYERS ARE ENCOURAGED TO EXPRESS INTEREST IN GENERAL TOPICS, WHICH ARE THEN REDESIGNED TO THEIR SPECIFICS.

THIS PROCESS INSURES THAT EACH COURSE PRESENTED ADDRESSES THE CLIENT'S UNIQUE TRAINING OBJECTIVES. THE PROGRAM COORDINATOR THEN CONTACTS AN APPROPRIATE FACULTY MEMBER AND THE FINAL INSTRUCTIONAL PLAN IS WORKED OUT TO THE SATISFACTION OF ALL PARTIES BEFORE A CONTRACT IS SIGNED. THE TAILORING PROCESS CONSISTS OF THREE CONSULTATIONS: COORDINATOR AND INTERESTED EMPLOYER PERSONNEL, COORDINATOR AND FACULTY, AND FACULTY AND EMPLOYER PERSONNEL. TO PLAN FOR THE TRAINING COURSE, THE EMPLOYER AND FACULTY AGREE UPON EDUCATIONAL OBJECTIVES AND EXPECTATIONS OF OUTCOMES. THROUGHOUT THE PROCESS, THE POTENTIAL TRAINING PROGRAM IS PRESENTED AS A TECHNIQUE TO HELP SOLVE SOME PROBLEMS OF THE ORGANIZATION. THERE IS NO COMMITMENT BY THE COMPANY UNTIL THE INSTRUCTOR MEETS WITH COMPANY PERSONNEL AND HAS ARRANGED A PROGRAM WHICH WILL ADDRESS THE QUESTIONS AND THE NEEDS PUT FORTH BY THE EMPLOYER.

ANOTHER COMPONENT THAT CONTRIBUTES TO SUCCESS OF THE EFFORT IS THE ADVISORY COMMITTEE, COMPRISED OF TRAINERS AND MANAGERS FROM AREA COMPANIES, UNION REPRESENTATIVES AND COLLEGE STAFF. THE ADVISORY COMMITTEE PROVIDES GUIDANCE AND INSIGHT INTO DEVELOPING WORKING RELATIONSHIPS WITH AREA BUSINESSES AS WELL AS IDENTIFYING FUTURE NEEDS AND DIRECTIONS.

THE PROGRAM IS ADMINISTERED THROUGH THE DIVISION OF CONTINUING EDUCATION. LAST YEAR, 75 PROGRAMS WERE PRESENTED TO VARIOUS INDUSTRIES. TO REACH THOSE SMALL BUSINESSES UNABLE TO AFFORD A SPECIALLY DESIGNED COURSE OR HAVE TOO FEW EMPLOYEES TO FILL THE CLASS, SOME COURSES ARE BEING ORGANIZED FOR ON-CAMPUS PRESENTATION, FOR GROUPS OF EMPLOYEES FROM SEVERAL COMPANIES. IN ADDITION, THIS MODE OF PROGRAMMING IS BEING ADAPTED TO DEVELOP PROGRAMS FOR SELECTED APPRENTICESHIP TRAINING.

REPLICATION REQUIREMENTS:

IN ORDER TO REPLICATE A PROGRAM OF THIS SCOPE, A FULL-TIME COORDINATOR IS NEEDED TO DEVELOP THE CONTACTS IN THE BUSINESS SECTOR AND THE COLLEGE. THE COORDINATOR WILL NEED INTERPERSONAL SKILLS, BUSINESS SKILLS AND BE ABLE TO COMMUNICATE EFFECTIVELY WITH A RANGE OF EMPLOYERS AND FACULTY. THE JOB DEMANDS MARKETING SKILLS AND ATTITUDES. IT IS RECOMMENDED THAT TRAINING COSTS DURING THE START-UP PERIOD BE SUBSIDIZED IN ORDER TO BUILD THE CREDIBILITY OF THE PROGRAM AS AN EFFECTIVE SERVICE. A CHARGE FOR ADMINISTRATIVE OVERHEAD AND FACULTY SALARIES HAS BEEN INTEGRATED INTO THE MARKETING PLAN. THE FACULTY SALARY RATES ARE COVERED BY THE NEGOTIATED CONTRACT UNDER THE OVERLOAD RATE CLAUSE. THE COSTS OF INSTRUCTIONAL MATERIALS ARE PART OF THE CONTRACTED COST PACKAGE.

THE CONFLUENCE OF LOCAL NEEDS ASSESSMENTS AND LOCAL COLLEGE RESOURCES ARE ESSENTIAL ELEMENTS AROUND WHICH THIS PROGRAM IS BUILT. FORMATION OF A BROAD BASED REPRESENTATIVE ADVISORY COMMITTEE IS ALSO RECOMMENDED. ADMINISTRATIVE COMMITMENT IS CRUCIAL THROUGHOUT THE LIFE OF THE PROGRAM. PROCEDURES FOR DEVELOPING THE DATA BASE, MARKETING THE PROGRAM AND IMPLEMENTING TRAINING CAN BE SHARED WITH POTENTIAL REPLICATORS. A SLIDE/TAPE PRESENTATION DESCRIBING THE PROGRAM IS ALSO AVAILABLE FOR LOAN USE.

## FAMILY EDUCATION PROGRAM

SUNY EDUCATIONAL OPPORTUNITY CENTER
470 VANDERBILT AVENUE
BROOKLYN, NY 11238

CONTACT: BOBBYE BUTTS, PROGRAM ADMINISTRATOR
VERNON CHARMS, COORDINATOR

PROGRAM EMPHASIS: THE ORIGINAL FOCUS OF THE PROGRAM WAS TO DETERMINE THE FEASIBILITY OF INVOLVING FAMILIES WITH CHILDREN IN HEADSTART TO USE APPARENT AVAILABLE TIME TOWARD THEIR OWN EDUCATION PURSUITS. THE TARGETED GROUP WAS COMPRISED OF ECONOMICALLY AND EDUCATIONALLY DEPRIVED FAMILIES RESIDING IN THE MAJOR POVERTY AREAS OF BROOKLYN.

SINCE THE FIRST YEAR, THE FOCUS AND PHILOSOPHY OF THE PROGRAM CONTINUED AS ORIGINALLY CONCEIVED. HOWEVER, THE APPEAL FOR PARTICIPANTS HAS BEEN BROADENED TO INCLUDE FAMILIES FROM DAY CARE AND OTHER CHILD CARING FACILITIES, AS WELL AS STUDENTS FROM THE EOC WHO HAVE BEEN REFERRED BY TEACHERS OR COUNSELORS, WHO FEEL THE STUDENT'S FAMILY COULD BENEFIT FROM THE TYPE OF COUNSELING OFFERED IN THE FAMILY EDUCATION PROGRAM.

THE RATIONALE FOR SELECTING PARENTS FROM VARIOUS CHILD CARING FACILITIES IS TO ELIMINATE 'CHILD CARE' AS A PROBLEM WHICH OFTEN HAS BEEN FOUND TO BE A DETERRENT TO PLANS FOR RETURNING TO SCHOOL OR REMAINING IN SCHOOL.

DESCRIPTION: THE PROGRAM ORIGINATED IN JUNE 1968 AS AN OEO DEMONSTRATION PROJECT TO STUDY THE EFFECTS ON THE TOTAL FAMILY, WHEN THE PARENTS OR ADULT MEMBERS WERE DIRECTLY INVOLVED IN EDUCATIONAL PURSUITS OF

THEIR OWN. THE DEMONSTRATION DID NOT RUN FULL COURSE AS ORIGINALLY PLANNED, BUT CONTINUED AS A REGULAR PROGRAM OF THE EDUCATIONAL OPPORTUNITY CENTER FOLLOWING THE COMPLETION OF THE FIRST YEAR OF OPERATION. THE BASIC PREMISE CONTINUES THAT PARENTS INVOLVED IN EDUCATIONAL PROGRAMS CONCURRENT WITH THEIR CHILDREN WILL REINFORCE THEIR CHILDREN'S LEARNING ACTIVITIES, DEVELOP A GREATER APPRECIATION FOR THE VALUE OF EDUCATION AND IMPROVE FAMILY RELATIONSHIPS.

THROUGH A REGULAR RECRUITMENT PROCESS AT CHILD CARE FACILITIES, PARENTS ARE INFORMED OF THE PROGRAM AND THE EOC GENERALLY. INTERESTED ADULTS APPLY. DURING THE INITIAL INTERVIEW, THE SPECIFIC EDUCATIONAL OR VOCATIONAL INTEREST IS EXPLORED AND MATCHED WITH COURSE OR PROGRAM OFFERINGS AT THE EOC. IN INSTANCES WHERE THE EOC PROGRAM IS NOT APPROPRIATE, COURSES AT OTHER SCHOOLS, INCLUDING LOCAL COLLEGES, ARE RECOMMENDED. A NECESSARY REQUISITE IS THAT THE ADULT BE IN ATTENDANCE AT SOME SCHOOL. HISTORICALLY, FOR THE MOST PART, PARTICIPANTS HAVE BEEN MOTHERS. ALTHOUGH FATHERS PARTICIPATE, THE CANCELLATION OF EVENING PROGRAMS AT THE EOC HAS OBVIATED THE TAKING OF COURSES BY THE EMPLOYED FAMILY MEMBER.

FOLLOWING INITIAL INTERVIEW AND ADMITTANCE TO AN EOC PROGRAM, THE PARENTS ARE GIVEN AN ORIENTATION DURING WHICH THEY BECOME FAMILIAR WITH THE EOC'S PHYSICAL PLANT, AND SPECIFICS OF THE PROGRAM'S EXTRA-CURRICULAR ACTIVITIES WHICH ARE JOINTLY PLANNED BY THE FAMILY EDUCATION STAFF AND THE PARENTS. THESE ARE DESIGNED TO ENHANCE THEIR FORMAL EDUCATIONAL EXPERIENCE AND INCLUDE ACTIVITIES SUCH AS WORKSHOPS AROUND VARIOUS TOPICS OF INTEREST FOR WHICH OUTSIDE CONSULTANTS MAY BE BROUGHT IN AND

LOCAL TRIPS TO DEVELOP AWARENESS OF LOCAL COMMUNITY RESOURCES (LIBRARY, MUSEUMS). SOME ACTIVITIES ARE PLANNED TO INCLUDE OTHER MEMBERS OF THE FAMILY (PICNICS, FAMILY HOLIDAY GATHERINGS, OR TRIPS TO A THEATER OR THE CIRCUS). BY THIS MEANS, THE TOTAL FAMILY IS BROUGHT INTO THE EDUCATIONAL PICTURE. THE PROGRAM ATTEMPTS TO PROVIDE SOME ASPECT OF LEARNING NOT ADDRESSED IN THE CLASSROOM. IT IS HOPED THAT PARENTS LEAVE THE PROGRAM WITH A BETTER SENSE OF THE COMMUNITY IN WHICH THEY LIVE, IN ADDITION TO THEIR FORMAL TRAINING.

TO CONTRIBUTE TO THE SENSE OF SUPPORT, A ROOM AT THE CENTER IS IDENTIFIED AS THE "FAMILY ROOM." IT IS AN AREA WHERE PARTICIPATING PARENTS MAY CONGREGATE, HAVE A CUP OF COFFEE, RELAX, STUDY--MUCH LIKE A HOME TERRITORY. MEETINGS AND SPECIAL INTEREST ACTIVITIES ARE ALSO HELD IN THIS ROOM. IN THIS RELAXED ATMOSPHERE, PARENTS ARE MORE RECEPTIVE TO THE TYPE OF COUNSELING DONE WITHIN THE PROGRAM.

THE RATIONALE FOR THIS TOTAL APPROACH TO AN EDUCATIONAL EXPERIENCE IS TO EXPAND THE IMAGE OF THE SELF, BY PUTTING THEM IN TOUCH WITH THE LARGER COMMUNITY IN WHICH THEY LIVE; AT THE SAME TIME THEY ARE LEARNING TO COMPETE AND WORK TOWARD ACHIEVING EXPRESSED GOALS. BRIEFLY, IT IS AN ATTEMPT TO HELP PARENTS BECOME MORE AWARE OF WHAT THE COMMUNITY HAS TO OFFER, WHICH THEY MAY NOT HAVE TAKEN ADVANTAGE OF PREVIOUSLY. ONE OF THE CRITERIA FOR THE SELECTION OF PLACES TO VISIT IS THAT IT MUST BE ONE WHERE THE ADMISSION IS MINIMAL, FREE, OR WITH SUBSTANTIAL DISCOUNTS, SO AS TO FACILITATE THE FAMILY'S ABILITY TO INCORPORATE THAT ACTIVITY INTO THEIR OWN LIFE STYLE IF THEY DESIRE.

IMPACT. IN ITS 12 YEARS OF EXISTENCE, THE PROGRAM HAS WORKED WITH OVER 1,500 INDIVIDUALS. ALTHOUGH EMPLOYMENT WAS NOT ADVERTISED AS A PRIMARY OBJECTIVE OF THE PROGRAM AT THE OUTSET, MANY SOUGHT EMPLOYMENT AS A RESULT OF NEWLY ACQUIRED SKILLS. SOME HAVE TAKEN CHARGE OF THEIR LIVES BY REMOVING THEMSELVES FROM THE PUBLIC ASSISTANCE ROLLS; OTHERS HAVE DISCOVERED STRENGTHS AND ABILITIES THEY WERE PREVIOUSLY AFRAID TO ACKNOWLEDGE OR EXPRESS AND HAVE BECOME MORE ASSERTIVE IN THEIR NEW SELF-IMAGE. STILL OTHERS HAVE SECURED HIGH SCHOOL DIPLOMAS, CONTINUED TO COLLEGE AND BEGUN PROFESSIONAL CAREERS. SOME FAMILIES HAVE REMOVED THEMSELVES FROM THE NEIGHBORHOOD AND SIGNIFICANTLY CHANGES THEIR LIFE STYLES. MANY HAVE OBTAINED BETTER JOBS AND SOME HAVE THEIR OWN BUSINESSES. THE PROGRAM HAS BENEFITED THE INSTITUTION BY ATTRACTING INDIVIDUALS WHO WOULD NOT HAVE CONSIDERED EDUCATION AS AN ALTERNATIVE, AND HAS PROVIDED ANOTHER METHOD IN WHICH THE CENTER CAN SERVE THE COMMUNITY.

REPLICATION REQUIREMENTS: THE PROGRAM IS GEARED TO THE EDUCATIONAL OR VOCATIONAL NEEDS OF PARENTS THAT CAN BE ADDRESSED BY COURSE OFFERINGS AT THE FCC. THE BASIC PREMISE AND PROCEDURES OF THE PROGRAM ARE EASILY TRANSPORTABLE AND WOULD APPEAR TO OFFER POTENTIAL EFFECTIVENESS WITH DISADVANTAGED GROUPS IN OTHER AREAS. REQUIREMENTS INCLUDE: A DEVELOPED COOPERATING WORKING RELATIONSHIP WITH COMMUNITY AGENCIES TO HELP IDENTIFY THE FAMILY AND PARTICIPANT, A STAFF PERSON WITH THE ABILITY TO WORK EFFECTIVELY WITH THE CLIENT, AN INSTITUTIONAL COMMITMENT OF BUDGET AND MORAL SUPPORT, AND A GENERAL STAFF ACCEPTANCE OF THE PREMISE THAT PARENTS SHOULD BE INVOLVED IN SHAPING AND PLANNING

THE ACTIVITIES THAT WILL BE CARRIED OUT UNDER THE GUIDANCE OF THE PROGRAM STAFF.

THE MINIMUM RESOURCES INCLUDE BASIC OFFICE SUPPLIES, THE FAMILY ROOM, A BUDGET ALLOCATION AND OPEN ACCESS TO COURSES OR SERVICES THAT ARE NEEDED BY THE INDIVIDUALS. MORE DETAILED INFORMATION IS AVAILABLE FROM THE PROGRAM STAFF MEMBERS AND AN AACJC REPORT, #3 IN THE URBAN COMMUNITY COLLEGE PROJECT SERIES, 1971.

## HUMAN SERVICES PRACTICUM GUIDE

ALFRED AGRICULTURAL AND TECHNICAL COLLEGE
ALFRED, NY 14802

CONTACT: JAMES BLISS, ASSOCIATE PROFESSOR
PAUL KING, ASSOCIATE PROFESSOR
RON CUSHMAN, ASSOCIATE DEAN

PROGRAM EMPHASIS: THE HUMAN SERVICES PRACTICUM GUIDE WAS DEVELOPED TO MAXIMIZE THE PRACTICUM EXPERIENCE FOR COOPERATIVE EDUCATION STUDENTS IN THE HUMAN SERVICES CURRICULUM. USE OF THE GUIDE RESULTS IN A BETTER UNDERSTANDING OF THE WORK EXPERIENCE SITE AGENCY AND ITS RELATIONSHIP TO THE GENERAL FIELD.

DESCRIPTION: THE DEVELOPMENT OF THE PRACTICUM GUIDE WAS ONE ACTIVITY WITHIN A COMPREHENSIVE GRANT-SUPPORTED EFFORT FOCUSING ON COOPERATIVE EDUCATION PROGRAMS. AS DIRECTED LEARNING MATERIAL, THE WORKBOOK OR GUIDE IS A PREREQUISITE AS IS SUPERVISION AND ORIENTATION FOR QUALIFICATION AS A COOPERATIVE EDUCATION EXPERIENCE. THE PRACTICUM GUIDE USED FOR THE HUMAN SERVICES IS SIMILAR IN FORMAT TO THOSE USED IN AGRICULTURE, RETAILING AND OTHER COOPERATIVE EDUCATION COMPONENTS AT THE CAMPUS.

THE COOPERATIVE WORK EXPERIENCE IS SET IN A SPLIT SEMESTER FORMAT. FIVE CREDITS ARE GIVEN FOR AN EIGHT-WEEK PERIOD OF FULL-TIME WORK SCHEDULED DURING THE SUMMER OR DURING THE FOURTH SEMESTER OF ENROLLMENT. APPROXIMATELY 45 STUDENTS COMPLETE THE PROGRAM IN ONE YEAR. STUDENTS RECEIVE ORIENTATION TO THE GUIDE BEFORE BEGINNING THEIR WORK EXPERIENCE. CONTACT IS THEN MADE WITH THE AGENCY SUPERVISOR, USUALLY BY THE STUDENT. AT

THIS TIME AN AGREEMENT IS REACHED THAT ACTIVITIES SUGGESTED IN THE GUIDE MAY BE COMPLETED, AND AN INDICATION IS GIVEN BY THE AGENCY AS TO WHAT INFORMATION MAY NOT BE AVAILABLE OR APPLICABLE TO A PARTICULAR SITUATION. THE COOPERATIVE EDUCATION SUPERVISOR USUALLY MONITORS PROGRESS DURING VISITATIONS AND ASSISTS IN INFORMATION GATHERING PROBLEM SITUATIONS AS NEEDED.

AN IMPORTANT DIMENSION OF THE PROCESS IS THE EMPHASIS ON CONFIDENTIALITY OF AGENCY INFORMATION. TO MAINTAIN THIS ASPECT OF THE ACTIVITY, STUDENTS ARE INSTRUCTED TO USE NO NAMES IN COMPLETING THE GUIDE.

THE COMPLETION OF THE ACTIVITY GUIDE IS COUNTED AS 40% OF THE PRACTICUM GRADE. THE GUIDEBOOK HAS A STUDENT EVALUATION COMPONENT SO THAT THE STUDENTS HAVE AN OPPORTUNITY TO PROVIDE FEEDBACK TO THE EFFECTIVENESS OF THE GUIDEBOOK, CURRENTLY IN THIRD REVISION.

IMPACT. THE GUIDE IS A MORE DIRECTED ACTIVITY THAN A STUDENT LOG OR JOURNAL AND FORCES AN IN-DEPTH INFORMATION SEARCH RESULTING IN A VALUABLE LEARNING EXPERIENCE. THE COMPLETED GUIDES ARE RETAINED AS RESOURCE MATERIAL AND ARE USED BY THE INSTRUCTOR FOR RESEARCH PROJECTS WITH INCOMING FRESHMEN. THE COMPLETED GUIDES CAN ALSO BE USED IN A PLACEMENT SEARCH, SINCE THEY DEFINE AND DESCRIBE THE INTERNAL WORKINGS OF A PARTICULAR AGENCY. A STUDENT CONSIDERING WORK AT A PARTICULAR AGENCY MAY REFER BACK TO THE COMPLETED WORKBOOKS FOR INFORMATION THAT MAY ASSIST IN THE JOB APPLICATION DECISION. NOT ALL AREAS OF COOPERATIVE EDUCATION USE THE WORKBOOK AS AN ONGOING RESOURCE. IN THE BUSINESS AND RETAILING COURSES, WORKBOOKS ARE PURCHASED AND OWNED BY THE STUDENTS.

AS A RESULT OF THE USE OF THIS DIRECTED LEARNING ACTIVITY AND THE CHANGE TO A FULL-TIME PRACTICUM, THE COLLEGE HAS EXPERIENCED A GENERAL IMPROVEMENT IN THE PLACEMENT PROCESS AND AN INCREASE IN THE NUMBER OF STUDENTS SEEKING EMPLOYMENT WITH THE AGENCY OR EMPLOYER WITH WHOM THEY SERVED AS AN INTERN. AGENCIES OFTEN REQUEST A COPY OF WORK-BOOKS COMPLETED AT THEIR RESPECTIVE INSTITUTIONS; THEY VIEW IT AS A VEHICLE FOR ORIENTING NEW EMPLOYEES TO THE AGENCY.

REPLICATION REQUIREMENTS: THE GUIDE ITSELF IS AVAILABLE FOR REPRODUCTION BY INTERESTED COLLEGES. THE REMAINDER OF THE REPLI-CATION ELEMENTS NEEDED ARE THOSE THAT NORMALLY EXIST WITH COOPERATIVE EDUCATION PROGRAMS: AGENCIES, FACULTY SUPERVISOR, TRAVEL AND INSTRUCTIONAL SUPPORT. PROJECT STAFF COULD ALSO BE AVAILABLE FOR CON-SULTATION IN UNDERTAKING A REPLICATION EFFORT.

## INTERACTIVE STATISTICS FOR CAREER ORIENTED STUDENTS

SUFFOLK COUNTY COMMUNITY COLLEGE
533 COLLEGE ROAD
SELDEN, NY 11784

CONTACT: PROFESSORS DONALD COSIA, THOMAS HASIOTIS, PAUL LIBASSI AND ROCHELLE WILSON MEYER

PROGRAM EMPHASIS: THIS PROJECT ADDRESSES THE TEACHING OF STATISTICS FOR CAREER ORIENTED STUDENTS IN A MANNER THAT INCREASES STUDENT INTEREST AND EXPOSES THEM TO THE USE OF MODERN INFORMATIONAL ANALYSIS TECHNIQUES BY USING THE COMPUTER IN AN INTERACTIVE TEACHING STRATEGY.

DESCRIPTION: THE PROJECT HAS BEEN UNDERWAY SINCE 1978 AND INITIALLY RECEIVED OUTSIDE FUNDING FOR DEVELOPMENT WORK. IT CONTINUES AS A BASIC FOUNDATION FOR AND IS INTEGRATED WITH SCCC'S STATISTICS COURSES. THE PROJECT ENCOMPASSES THREE MAJOR COMPONENTS, EACH INITIALLY DEVELOPED BY INDIVIDUAL STAFF MEMBERS. ALL ADDRESS A SIMILAR CONCERN: TO PROVIDE A MEANINGFUL INSTRUCTIONAL PROGRAM IN STATISTICS FOR CAREER STUDENTS. THE COMPONENTS ARE TITLED, "BASIC STATISTICS DEMONSTRATION," "COMPUTER ORIENTED STATISTICS" AND "INTERACTIVE STATISTICS." TOGETHER, THE THREE COMPONENTS COMPRISE A COMPREHENSIVE PROGRAM FOR UNDERSTANDING AND USING THE COMPUTER AND STATISTICS.

THE FIRST COMPONENT, BASIC STATISTICS DEMONSTRATION, WAS DESIGNED PRIMARILY AS A CLASSROOM DEMONSTRATION TOOL. THE APPROACH WAS DEVELOPED FOR A MICROCOMPUTER, WHICH IS LESS EXPENSIVE, MORE FREQUENTLY ACCESSIBLE AND MORE TRANSPORTABLE THAN LARGER COMPUTERS. THE PROGRAMS ARE CONTAINED ON ONE CASSETTE

TAPE; THEY HAVE BEEN DESIGNED FOR THE PET, BUT ARE EASILY ADAPTABLE TO THE APPLE OR THE TRS 80. THE CASSETTE TAPE CONSISTS OF FIVE KEY CURRICULUM UNITS TO BE USED IN THE CLASSROOM BY INSTRUCTOR AND STUDENTS. USUALLY THE PROGRAMS ARE EMPLOYED IN TEN CLASSES OUT OF A REGULAR SEMESTER OF THIRTY (30) MEETINGS. THE FIVE UNITS ARE UNIVERSAL TOPICS INCLUDED IN MOST INTRODUCTORY STATISTICS COURSES FOR ACCOUNTING, BUSINESS AND SOME TECHNOLOGIES.

THE SECOND COMPONENT, COMPUTER ORIENTED STATISTICS, CONTAINS TWENTY COMPUTER PROGRAMS. IT IS DESIGNED FOR A TWO-SEMESTER STATISTICS SEQUENCE IN WHICH THE FIRST SEMESTER FOCUSES ON DESCRIPTIVE AND INFERENTIAL STATISTICS AND PROBABILITY, AND THE SECOND SEMESTER ON STUDENT COLLECTION AND ANALYSIS OF REAL DATA. THE PROGRAMS MAY BE USED AS A DEMONSTRATION OR, GIVEN ADEQUATE FACILITIES, STUDENTS MAY USE THE PROGRAMS DIRECTLY FOR COMPUTATION. THIS COMPONENT CONSISTS OF A 9-TRACK (800 BPI) MAGNETIC TAPE FOR USE ON A FAIRLY COMMON FACILITY, (PDP11/34 UNDER RSTS/E) AND A PRINTED INSTRUCTOR'S MANUAL INCLUDING SECTIONS FOR BOTH STUDENTS AND FACULTY. THE PROGRAM ALSO INCLUDES A DATA BANK SHOULD THE INSTRUCTOR CHOOSE TO USE IT. HOWEVER, IT MAY ALSO CALL DATA FROM A THIRD COMPONENT OF THE PACKAGE.

THE THIRD COMPONENT IS TITLED INTERACTIVE STATISTICS. THE FIRST PHASE OF THIS PROGRAM PROVIDES STUDENTS THE OPPORTUNITY TO CONSTRUCT SURVEY QUESTIONS APPROPRIATE TO THE INFORMATION DESIRED. THE RESPONDERS TO THE SURVEY PROVIDE THEIR RESPONSES THROUGH THE COMPUTER (PDP11 UNDER RSTS/E), WHICH THEN GENERATES A DATA FILE. HOWEVER, IT IS NOT LIMITED TO THESE DATA, BUT MAY USE ANY FILE, IF

IN A COMPATIBLE FORMAT. THE PURPOSE IS TO PROVIDE OPPORTUNITY TO WORK WITH REAL DATA AND TO APPLY STATISTICAL CONCEPTS TO THOSE DATA. THE INITIAL PROGRAMS WITHIN THIS COMPONENT FOCUS ON VISUAL DISPLAY AND ELECTRONIC GRAPHICS, (TEDTRONIX 4006-1) OTHERS FOCUS ON SAMPLE SELECTION, CORRELATIONS, CHI SQUARES, AND OTHER BASIC STATISTICS. THE CONTENT IS APPROPRIATE TO TECHNOLOGIES AND SCIENCE-RELATED CAREER FIELDS. TO DATE, IT HAS BEEN USED PRIMARILY AS A CLASS DEMONSTRATION PROJECT.

THE MAIN DIFFERENCES BETWEEN THE SECOND AND THIRD COMPONENTS ARE THAT THE SECOND PROVIDES MORE CANNED PROGRAMS FOR STUDENT USE AND THE THIRD HAS PROGRAMS WHICH USE GRAPHICS TO DISPLAY DESCRIPTIVE STATISTICS. THE UNDERLYING PHILOSOPHY IS TO TEACH TECHNIQUES SHOWING STATISTICAL APPLICATIONS IN ACTUAL OCCUPATIONAL FIELDS.

IMPACT. THE PROJECT IS OF VALUE TO THE INSTITUTION IN THAT IT PROVIDES A TECHNIQUE WHICH ALLOWS STUDENTS TO WORK INDIVIDUALLY AND CREATIVELY BEYOND THE BASIC REQUIREMENTS OF THE CLASS. MORE IMPORTANT, IT PROVIDES STUDENTS AN OPPORTUNITY TO BECOME FAMILIAR AND COMFORTABLE WITH A TOOL THAT IS BECOMING INCREASINGLY COMMON IN BUSINESS AND INDUSTRY. USE OF THE COMPUTER HAS SIGNIFICANTLY INCREASED STUDENT INTEREST IN STATISTICS AND THEIR APPLICATION TO DIFFERENT CAREERS. IT HELPS PREPARE STUDENTS TO BECOME FAMILIAR WITH TECHNIQUES THEY WILL UNDOUBTEDLY MEET IN THE LABOR FORCE, AND PREPARES THEM FOR TRANSFERRING THESE SKILLS TO FUTURE JOB DEMANDS. TO DATE, THE PROJECT HAS BEEN ADAPTED BY TWO OTHER COMMUNITY COLLEGES WHICH ARE PROGRESSING WITH LITTLE OR NO PROBLEM.

REPLICATION REQUIREMENTS: THE REQUIREMENTS FOR USE OF THIS PROJECT ARE MINIMAL. INITIALLY, THE STAFF MEMBER MUST HAVE A WORKING KNOWLEDGE OF THE COMPUTER AND STATISTICS. THE PROJECT PACKAGE INCLUDES MAG TAPE WITH INSTRUCTIONS FOR THE "INTERACTIVE STATISTICS" COMPONENT, A MAG TAPE AND A STUDENT-FACULTY MANUAL FOR THE "COMPUTER ORIENTED STATISTICS" COMPONENT AND A CASSETTE TAPE AND A TWO-PAGE INTRODUCTION OR MANUAL FOR THE "BASIC STATISTICS DEOMONSTRATION" COMPONENT. THE COST INVOLVED WOULD BE THE EXPENSE OF LOADING INFORMATION ON ANOTHER INSTITUTION'S TAPE AND DUPLICATION OF THE MANUALS. THE INSTITUTION SHOULD HAVE ACCESS TO A PET MICRO-COMPUTER, AND A COMPUTER COMPARABLE TO THE PDP 11/34. THE START-UP TIME IS RELATED TO THE AMOUNT OF PREPARATION AN INDIVIDUAL INSTRUCTOR WOULD REQUIRE PRIOR TO ACTUAL APPLICATION TO THE CLASSROOM SITUATION. SETS OF THE TAPES AND MANUAL ARE AVAILABLE FOR LOAN EXAMINATION ON REQUEST.

## ISR: INTEGRATED SKILLS REINFORCEMENT

LAGUARDIA COMMUNITY COLLEGE
31-10 THOMSON AVENUE
LONG ISLAND CITY, NY 11101

CONTACT: JOANN ROMEO ANDERSON, PROJECT DIRECTOR
NORA EISENBERG, JOHN HOLLAND, CAROL RIVERA-KRON, HARVEY WIENER

PROJECT EMPHASIS: THE INTEGRATED SKILLS REINFORCEMENT PROJECT (ISR) IS A PROJECT DESIGNED TO HELP SUBJECT AREA FACULTY SYSTEMATICALLY DEVELOP TEACHING MATERIALS AND TECHNIQUES TO GUIDE STUDENTS IN MAKING MORE EFFECTIVE USE OF BASIC COMMUNICATION SKILLS IN LEARNING COURSE CONTENT.

DESCRIPTION: THE ISR PROJECT WAS INITIATED AT LAGUARDIA COMMUNITY COLLEGE IN 1977 TO ADDRESS NEEDS OF STUDENTS WHO HAVE TROUBLE UNDERSTANDING COURSE CONTENT. INITIALLY A BASIC SKILLS PROGRAM WITH CLEARLY DEFINED EXIT CRITERIA TO CERTIFY PROFICIENCY WAS CREATED. SKILL PREREQUISITES FOR COLLEGE-LEVEL COURSES WERE SET, WHERE APPROPRIATE, FOR ALL PROGRAM AREAS.

ALTHOUGH STUDENTS ENTERING WITH POOR SKILLS COULD BE BROUGHT UP TO ACCEPTABLE LEVELS, THEY WERE UNABLE TO MATCH THE SKILL LEVELS OF THEIR PEERS WHO ENTERED COLLEGE ALREADY POSSESSING THE BASIC SKILLS. FURTHERMORE, NEWLY EMERGING SKILLS ACTUALLY REGRESSED AS STUDENTS MOVED FURTHER AWAY FROM FORMAL BASIC SKILL INSTRUCTION. FACULTY NEEDED TO REINFORCE THESE SKILLS SIMULTANEOUSLY WITH CONTENT INSTRUCTION. RECOGNIZING THAT COMMUNICATION SKILLS (READING, WRITING, ORAL AND LISTENING) ARE CRITICALLY INTERWOVEN, THE COLLEGE IN 1977-78 SET OUT TO DESIGN A TRAINING PROCESS THROUGH WHICH FACULTY COULD DEVELOP TECHNIQUES AND MATERIALS THAT WOULD GUIDE

STUDENTS TO USE COMMUNICATION SKILLS TO LEARN COURSE CONTENT. AND, IN PART, THROUGH SUPPORT FROM THE NEW YORK STATE EDUCATION DEPARTMENT UNDER THE VOCATIONAL EDUCATION ACT AND THE U.S. OFFICE OF EDUCATION UNDER THE STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM, TITLE III, THE COLLEGE HAS DEVELOPED AND TESTED ITS TRAINING METHODS AND MATERIALS.

THE FUNCTION OF THE PROJECT, ISR, IS TRAINING OF FACULTY TO DEVELOP MATERIALS AND METHODS THAT GUIDE STUDENTS TO READ, TO WRITE AND TO SPEAK ABOUT COURSE CONTENT AND THUS GAIN MASTERY OF CONCEPTS. THE ISR CATALOGUE, THE BASIC RESOURCE FOR SPECIFIC INSTRUCTIONAL STRATEGIES THAT APPLY TO CONTENT COURSES, ADDRESSES FIVE MAJOR AREAS: GAUGING STUDENTS' SKILLS LEVELS, REINFORCING READING SKILLS, REINFORCING WRITING SKILLS, REINFORCING ORAL COMMUNICATION SKILLS, AND IMPLEMENTING ISR IN THE COURSE.

THE YEARLY PROGRAM BEGINS IN THE FALL WHEN AN ISR SKILLS LEADER (A FACULTY MEMBER WHO HAS BEEN TRAINED IN THE PROGRAM) MEETS WEEKLY WITH SELECTED FACULTY PARTICIPANTS IN SMALL GROUP SESSIONS. EACH FACULTY MEMBER IDENTIFIES A COURSE TO BE TAUGHT IN THE SPRING. THEN, THROUGH CROSS-DISCIPLINARY GROUP MEETINGS AND THROUGH WORK WITH THE CATALOGUE, PARTICIPATING FACULTY LEARN ISR STRATEGIES, AND IN TURN, DEVELOP MATERIALS FOR THE SPRING COURSE. THE INSTRUCTOR COMPILES THIS WORK INTO A GUIDE FOR STUDENTS (ISR GUIDE TO INSTRUCTION) TO BE USED IN TEACHING THE COURSE IN THE SPRING.

DURING IMPLEMENTATION, GROUP MEMBERS (AND LEADERS) VISIT EACH OTHER'S CLASSES AND USE VIDEOTAPES AS A TOOL FOR SELF-EVALUATION. FOLLOWING THE INITIAL IMPLEMENTATION, FACULTY MEMBERS EXPLORE APPLICATIONS TO THEIR COURSES.

IMPACT. THE RESPONSE OF FACULTY PARTICIPATING IN THE PROJECT HAS BEEN HIGHLY POSITIVE. FACULTY SENSE A GREATER ASSURANCE AND DIRECTION IN THEIR TEACHING. MANY NOTE IMPROVED STUDENT PERFORMANCE IN AREAS THAT HAD BEEN PREVIOUSLY DIFFICULT FOR STUDENTS TO MASTER. PARTICIPATING FACULTY FIND A CARRY-OVER OF THE STRATEGIES FROM THE SELECTED COURSE TO OTHER COURSES AND PROJECT ACTIVITIES WHICH DEMONSTRATES POTENTIAL FOR LONGEVITY BEYOND ITS FUNDED STATUS.

REPLICATION REQUIREMENTS: THE BASIS OF THIS PROGRAM IS THE INTEGRATED SKILLS REINFORCEMENT CATALOGUE, A TRANSPORTABLE TOOL FOR TRAINING. THE STRATEGIES CAN BE ADAPTED BY OTHER INSTITUTIONS TO FIT THE PRECISE NEEDS OF LOCAL FACULTY AND STUDENTS. INSTITUTIONS SEEKING TO REPLICATE THE PROJECT WILL NEED TO ALLOCATE STAFF TIME FOR TRAINING. THE USE OF VIDEOTAPE FOR SELF-REVIEW IS A RECOMMENDED OPTION.

## PROFESSIONAL LEARNING SKILLS PROGRAM (PLSP)

NEW YORK CITY TECHNICAL COLLEGE
300 JAY STREET
BROOKLYN, NY 12202

CONTACT: LORRAINE BEITLER, DIRECTOR OF EDUCATIONAL SERVICES

PROGRAM EMPHASIS: THE PROJECT IS DIRECTED AT INCREASING BASIC ACADEMIC COMPETENCIES FOR STUDENTS ENROLLED IN CAREER PROGRAMS. THE MODEL WAS IMPLEMENTED BY DEVELOPING A PROTOTYPE PROGRAM FOR ALLIED HEALTH AND NATURAL SCIENCES CURRICULA AT NEW YORK CITY TECHNICAL COLLEGE.

DESCRIPTION: THE PLSP IS A COMPREHENSIVE PROGRAM APPLYING READING, MATH AND STUDY SKILLS TO COURSE CONTENT FOR ALLIED HEALTH PROGRAMS. THE PROGRAMS OPERATE FROM A LEARNING LABORATORY CENTER AND ARE DESIGNED TO SUPPLEMENT COURSE INSTRUCTION. IT IS NOT A SUBSTITUTE FOR A GENERAL REMEDIAL/DEVELOPMENTAL SKILLS PROGRAM. ALTHOUGH THE PROCESS AND SOME COMPETENCIES COULD BE COMMON TO BOTH, PLSP FOCUSES ON APPLICATION TO SCIENCE AND ALLIED HEALTH CURRICULA.

THE PROGRAM, AS IMPLEMENTED, CONSISTS OF 15 MODULES, READING, MATH AND STUDY SKILLS WITH THREE LEVELS OF INSTRUCTION IN EACH UNIT AS OUTLINED ON THE TOP OF THE ATTACHED DIAGRAM. THE FIRST LEVEL IS A VIDEOTAPE (SOME IN SLIDE/TAPE FORMAT) WITH AN INTERACTIVE WORKBOOK WHICH GUIDES THE BASIC SKILLS ACTIVITIES. THE SECOND LEVEL IS A GENERAL SCIENCE WORKBOOK TO PROVIDE PRACTICE IN THE SKILL TAUGHT BY THE VIDEO LESSON. (SOME OF THESE WORKBOOKS ARE ACCOMPANIED BY ADDITIONAL AUDIO OR VIDEOTAPES). AT THE THIRD LEVEL, THE STUDENT IS PROVIDED WITH A FACULTY-MADE WORKBOOK WHICH APPLIES SKILLS TO COURSE

TARGETED CONTENT. FOR EXAMPLE, THE RADIOLOGIC CAREER MODULE FOR THE DEVELOPMENT OF A TECHNICAL VOCABULARY USING STRUCTURAL ANALYSIS, PROVIDES A WORKBOOK AND AN AUDIOTAPE WHICH PRONOUNCES AND DEFINES WORD PARTS AND COMPLETE WORDS IN CONTEXT AS THEY ARE USED IN RADIOLOGY.

EACH MODULE PROVIDES PRACTICE EXERCISES AND POST TESTS WITH ANSWER KEYS TO FACILITATE INDIVIDUALIZED PROGRESS. SCHEDULING IS FLEXIBLE PROVIDING FOR LARGE GROUP PRESENTATION OR INDIVIDUAL USE ON A MANDATED OR VOLUNTARY BASIS. CONCEPTUALLY, THE TOTAL PROGRAM IS SHOWN ON THE ATTACHED DIAGRAM.

IMPACT. STUDENT USE CAN BE EXPECTED IN DIRECT PROPORTION TO FACULTY REFERRAL AND STUDENT PERCEIVED USEFULNESS AND RELEVANCE OF THE MATERIALS. THE FLEXIBILITY OF THE TOTAL SYSTEM AND THE INVOLVEMENT OF THE FACULTY IN THE DEVELOPMENT OF MATERIALS THAT ARE DIRECTLY RELATED TO COURSES ENHANCE POTENTIAL USE AND EFFECTIVENESS. A STUDY OF 100 STUDENTS ENROLLED IN THE DIVISION OF ALLIED HEALTH THAT ACTIVELY USED THE READING MATERIALS OF THE PLSP INDICATED THAT STUDENTS ACHIEVED A STATISTICALLY SIGNIFICANT GAIN IN READING COMPREHENSION.

REPLICATION REQUIREMENTS: ALTHOUGH THE VIDEO AND SLIDE/TAPE MODULES AND SUPPLEMENTARY STUDENT MATERIALS CAN BE AVAILABLE FOR COPYING, THE PROCESS RATHER THAN THE PRODUCT MAY BE OF MORE INTEREST TO POTENTIAL USERS. USERS ARE ENCOURAGED TO TAILOR MATERIALS TO THE CAREER PROGRAM OFFERED AND THE STUDENT POPULATION SERVED AT THEIR INSTITUTION.

A STAFF MEMBER WITH TIME TO COORDINATE THE DEVELOPMENT OF THE MATERIALS IS REQUIRED. DECISIONS MUST BE MADE ON THE CONTENT, STYLE AND FORMAT FOR EACH

OF THE GENERIC SKILLS, SUCH AS NOTETAKING, READING GRAPHS AND VOCABULARY SKILLS. BASIC RESOURCES INCLUDE A LEARNING LABORATORY FACILITY, VIDEO AND AUDIO TAPE PRODUCTION AND PLAY-BACK EQUIPMENT, AND THE EXPERTISE OF A PROFESSIONAL AND TECHNICAL STAFF TO DESIGN, PRODUCE AND MANAGE STUDENT USE OF THE PRODUCTS.

AFTER FORMAT, MEDIA AND EXTENT OF SUPPLEMENTARY MATERIALS HAVE BEEN DECIDED, OCCUPATIONAL FACULTY MUST BE RECRUITED AND TRAINED TO DEVELOP MATERIALS FOR SPECIFIC COURSE APPLICATIONS. RELEASED TIME OR AN HONORARIUM MAY BE APPROPRIATE. PRELIMINARY SAMPLE MATERIALS SHOULD BE PRODUCED AND FIELD TESTED FOR EFFECTIVENESS. ADDITIONAL SETS CAN THEN BE CONSTRUCTED FOLLOWING EDITING AND REVISION OF THE SAMPLE. THE FINAL PRODUCTS WILL NEED PACKAGING AND A STUDENT-ACCESS SYSTEM. SOME RESOURCES SHOULD BE AVAILABLE ON A CONTINUING BASIS FOR MAINTENANCE AND UPDATING THE EXISTING MATERIALS. A THREE-YEAR DEVELOPMENTAL PERIOD IS NOT UNREASONABLE DEPENDING UPON THE SCOPE OF THE EFFORT. A SAMPLE MODULE AND STUDENT MATERIALS DEMONSTRATING THE APPLICATION OF THE PLSP CONCEPT TO VOCABULARY DEVELOPMENT (USING STRUCTURAL ANALYSIS SKILLS) CAN BE BORROWED FOR LOCAL EXAMINATION. COLLEGES SERIOUSLY INTERESTED IN REPLICATION ARE INVITED TO VIEW THE RANGE OF MATERIALS. THE PROGRAM DEVELOPER CAN ALSO PROVIDE ON-SITE CONSULTIVE SERVICES.

## PROFESSIONAL LEARNING SKILLS PROGRAM

### Level One: Video Skill Modules

1. PLSP PROGRAM ORIENTATION

**READING**

2. Determine baseline reading rate.
3. Procedures and materials for improving reading.
4. Acquiring scanning techniques.
5. Development of career vocabulary: contextual clues.
6. Development of career vocabulary: structural analysis.

**MATH**

7. Measurement systems-metrics.
8. Problem solving.
9. Interpreting charts and graphs.
10. Understanding statistical data.

**STUDY SKILLS**

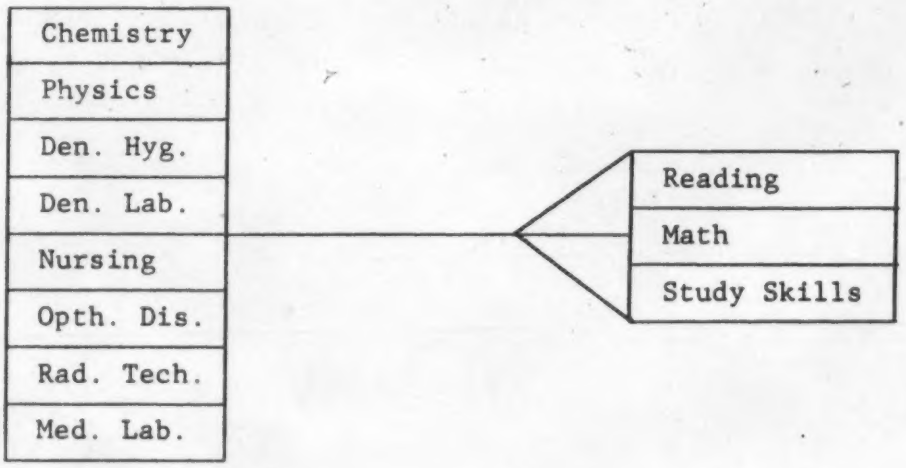
11. Textbook study techniques, PQRST.
12. Career lecture notetaking.
13. Techniques for following laboratory procedures.
14. Test-taking techniques.
15. Using reference sources

### Level Two: Follow-up Activities

Reading, Math, Study Skills applied to General Science (includes audiotapes, worksheets and problem sets)

### Level Three: Course Content-Specific Applications

(tape, worksheet, problem sets)



## REGIONAL DEVELOPMENT SURVEY

CANTON AGRICULTURAL AND TECHNICAL COLLEGE
CANTON, NY 13617

CONTACT: MORGAN ANDERSON, DIRECTOR OF PLACEMENT

PROGRAM EMPHASIS: THE GOAL OF THIS PROJECT IS TO PROVIDE STUDENTS AND COLLEGE STAFF MEMBERS WITH EMPLOYER-PROVIDED INFORMATION ON EMPLOYMENT OPPORTUNITIES, MINIMUM QUALIFICATIONS, SALARIES AND OTHER BENEFITS, AND TO DETERMINE WHERE THERE MAY BE OPPORTUNIITES IN THE VARIOUS GEOGRAPHICAL AREAS OF THE NATION. THE SURVEY INFORMATION CAN BE USED BY STUDENTS MAKING CAREER PROGRAM CHOICES AS WELL AS WHEN SEEKING EMPLOYMENT, BY FACULTY CONSIDERING CURRICULUM MODIFICATIONS, BY EMPLOYERS INTERESTED IN OCCUPATIONAL SALARY COMPARISONS AND BY CAREER COUNSELOR AND PLACEMENT DIRECTORS.

DESCRIPTION: BEFORE COMPILING THE SURVEY QUESTIONNAIRE, EACH DEPARTMENT AT THE COLLEGE WAS CONTACTED TO DETERMINE QUESTIONS FACULTY HAD FOR EMPLOYERS. THIS PROCESS RESULTED IN A QUESTION SET THAT WAS STANDARD FOR ALL OCCUPATIONS PLUS CERTAIN QUESTIONS THAT WERE UNIQUE TO EACH CATEGORY. ADDRESSES FOR EMPLOYERS WERE OBTAINED FROM THE INDUSTRIAL DIRECTORY, WHICH IS AVAILABLE FOR EACH STATE AND SUPPLEMENTED BY TRADE ORGANIZATION LISTS, JOURNAL ADVERTISEMENT LISTS AND OTHER COMMERCE SOURCES. THE FINAL MAILING LIST WAS COMPRISED OF 176,000 EMPLOYERS FROM 50 STATES. THE SURVEY WAS CONDUCTED OVER A TWO-YEAR PERIOD WITH SUPPORT FROM A LOCAL CETA GRANT. THE INFORMATION HAS BEEN CATEGORIZED WITHIN 35 BROAD OCCUPATIONAL AREAS

DETAILING CURRENT JOB OPENINGS, ANTICIPATED JOB OPENINGS, MINIMUM EDUCATION AND SKILL REQUIREMENTS FOR EMPLOYMENT, SALARY RANGES AND OPPORTUNITIES FOR ADVANCEMENT.

THE PROGRAM AREAS SELECTED WERE THOSE RELATED TO OR PART OF THE OCCUPATIONAL CURRICULA AT THE COLLEGE AND INCLUDE:

ACCOUNTING
AGRICULTURAL ENGINEERING
AGRONOMY
AIR CONDITIONING
ANIMAL HUSBANDRY
AUTO TECHNOLOGY
BUSINESS ADMINISTRATION
CIVIL TECHNOLOGY
CONSTRUCTION TECHNOLOGY
CRIMINAL JUSTICE
DATA PROCESSING
DAIRY & FOOD SERVICE
DRAFTING
ELECTRICAL TECHNOLOGY
GENERAL AGRICULTURE
FOOD SERVICE
HOTEL TECHNOLOGY
INDUSTRIAL TECHNOLOGY
INSURANCE
MECHANICAL TECHNOLOGY
MEDICAL LAB
MORTUARY SCIENCE
NURSERY EDUCATION
NURSING
REAL ESTATE
RESTAURANT MANAGEMENT
RETAIL MANAGEMENT
SCIENCE LAB
SECRETARIAL SCIENCE
VETERINARY SCIENCE

IMPACT. THE PLACEMENT SURVEY INFORMATION HAS BEEN USED EXTENSIVELY BY STUDENTS AND STAFF AS A RESOURCE TOOL AS WELL AS A RESEARCH BASE RELATED TO PLACEMENT AND CAREER DECISION-MAKING. THE FINDINGS ARE USED BY STUDENTS EXPLORING POTENTIAL EMPLOYMENT OPPORTUNITIES AND MAKING CAREER DECISIONS AND BY COUNSELORS IN HELPING STUDENTS LOOK FORWARD TO THEIR COLLEGE OR PROGRAM CHOICE. THE SURVEY ACTIVITY HAS ALSO RESULTED IN INCREASE IN THE NUMBER OF COMPANY RECRUITERS WHO ARE CONTACTING AND COMING TO THE COLLEGE, INCREASING THE PLACEMENT POTENTIAL OF

GRADUATES. THE RESULTS HAVE ALSO BEEN USED WITH OCCUPATIONAL PROGRAM DEVELOPMENT AND CURRICULUM UPGRADING. USE OF THE REPORT BY STATE EMPLOYMENT SERVICE COUNSELORS HAS LED TO AN ONGOING WORKING RELATIONSHIP WITH THE COLLEGE PLACEMENT OFFICE.

REPLICATION REQUIREMENTS: IN ORDER TO REPLICATE A PROJECT SUCH AS THIS, A PART OF A PLACEMENT DIRECTOR'S LOAD OR A PART-TIME COORDINATOR WOULD BE NEEDED TO ORGANIZE AND DIRECT THE EFFORT. THE SIZE OF THE CLERICAL STAFF WOULD VARY WITH THE SCOPE OF THE SURVEY AND ACCESS TO PROCESSING EQUIPMENT THAT MAY BE AVAILABLE. OFFICE SUPPLIES, DUPLICATION AND POSTAGE NEEDS ALSO FLOW FROM THE NUMBER OF EMPLOYERS TO BE CONTACTED. THE SURVEY FORMS USED BY THIS PROJECT ARE AVAILABLE FOR SHARING AS ARE SAMPLE PAGES FROM THE REPORT. THE TOTAL REPORT IS 1,200 PAGES. ANY REPLICATOR SHOULD ALSO CONSIDER PLANNING FOR ONGOING SUPPORT TO UPDATE THE INFORMATION PERIODICALLY.

## WOMEN IN ENGINEERING AND INDUSTRIAL TECHNOLOGIES

HUDSON VALLEY COMMUNITY COLLEGE
80 VANDENBURGH AVENUE
TROY, NY 12180

CONTACT: TERESA HEISER, PROJECT DIRECTOR
WILLIAM LEFEVRE, AFFIRMATIVE ACTION OFFICER

PROGRAM EMPHASIS: THE GOALS OF THIS PROJECT ARE TO INCREASE WOMEN'S AWARENESS OF CAREER OPPORTUNITIES AVAILABLE IN TECHNOLOGIES AND TO INCREASE FEMALE ENROLLMENT IN TECHNOLOGY CURRICULA. THE NATURE OF THE PROJECT IS LARGELY INFORMATIONAL AND ATTITUDINAL CHANGE AND INCLUDES THE FOLLOWING ROLES TO BE PERFORMED: PUBLIC INFORMATION AND RELATIONS, RECRUITMENT/ ADMISSIONS REPRESENTATIVE, CAREER INFORMATION SPECIALIST AND COUNSELOR AND STAFF SUPPORT PERSON FOR ENROLLED WOMEN.

DESCRIPTION: BROCHURES, MEDIA AND OTHER MATERIALS NEED TO BE DEVELOPED TO ASSIST STAFF IN MAKING PRESENTATIONS TO HIGH SCHOOL STUDENTS AND TO BUSINESS AND INDUSTRY PERSONNEL. A CONCISE BROCHURE/FLYER SHOULD BE DEVELOPED AS WELL AS A BOOKLET DESCRIBING VARIOUS CAREER OPPORTUNITIES AND PROGRAMS AT THE COLLEGE IN WAYS THAT SPEAK TO WOMEN STUDENTS. ADDITIONALLY, COLLEGE CATALOGS MAY NEED SOME REVISION TO REFLECT THE OBJECTIVES OF THIS PROJECT. THE BROCHURES AND BOOKLETS SHOULD CONTAIN A TEAR-OUT OR OTHER RETURN MECHANISM THAT A READER CAN USE TO EXPRESS INTEREST AND REQUEST INFORMATION. CONCURRENTLY, INFORMATION WILL NEED TO BE COMPILED ABOUT THE TECHNOLOGY CURRICULA, THE SEQUENCE OF COURSES, PREREQUISITES NECESSARY AND RELATED OPTIONS FOR INDIVIDUAL STUDENTS. THE STAFF SHOULD MAKE SPECIAL EFFORTS TO

BECOME AWARE OF WHAT GRADUATES ACTUALLY DO ON THE JOB IN THE VARIOUS TECHNOLOGIES SO AS TO BE ABLE TO ANSWER QUESTIONS FROM POTENTIAL STUDENTS.

PUBLIC RELATIONS AND RECRUITING ACTIVITIES ARE VERY IMPORTANT IN THE FIRST YEAR. CONTACT PERSONS AT AREA HIGH SCHOOLS SHOULD BE LISTED AND REQUESTS MADE TO ADDRESS HIGH SCHOOL CLASSES. IF POSSIBLE, TOTAL CLASSES OR LARGE GROUPS OF WOMEN SHOULD BE ADDRESSED. IF THE VISIT IS ADVERTISED FOR "ONLY THOSE THAT MIGHT BE INTERESTED IN A NONTRADITIONAL CAREER" A POTENTIAL AUDIENCE IS IMMEDIATELY LOST. WHILE MUCH OF THE RECRUITMENT EFFORT IS WITH HIGH SCHOOL JUNIORS AND SENIORS, PLANS SHOULD BE MADE TO TALK TO NINTH AND TENTH GRADERS TO INFORM THEM ABOUT CAREERS IN THE TECHNOLOGIES AND THAT CERTAIN MATH AND SCIENCE PREREQUISITES SHOULD BE INCLUDED IN THEIR HIGH SCHOOL PLANS IN ORDER TO PREPARE THEMSELVES FOR ADMISSION REQUIREMENTS. THE COMMUNITY INFORMATION ACTIVITIES SHOULD INCLUDE NEWSPAPER NOTICES, WORKSHOPS AND SEMINARS, PRESENTATIONS AT GROUP MEETINGS AND RADIO AND TELEVISION APPEARANCES. THE RECRUITING MESSAGE IS ONE OF CAREER OPPORTUNITIES FOR WOMEN THAT TRADITIONAL SOCIETY HAS TAUGHT US TO OVERLOOK. IT IS NOT JUST "COME TO OUR COLLEGE," BUT "COME TO OUR COLLEGE FOR THIS SPECIAL PROGRAM." ALL OF THESE ACTIVITIES REQUIRE CLOSE COORDINATION WITH COLLEGE ADMISSIONS PERSONNEL. A SLIDE/TAPE OR VIDEO-TAPE PRESENTATION IS RECOMMENDED AS AN INFORMATION GIVING TOOL.

IMPACT. THE FIRST YEAR WILL BE LARGELY DEVOTED TO DEVELOPING INFORMATIONAL STRATEGIES AND MATERIALS, REACHING OUT TO PROSPECTIVE STUDENTS WITH NEW PROGRAM INFORMATION, AND PREPARATION AT THE COLLEGE GENERALLY AND TARGET PROGRAMS

SPECIFICALLY TO SUPPORT POTENTIAL NONTRADITIONAL WOMEN STUDENTS. A SIGNIFICANT AMOUNT OF TIME MAY BE SPENT GAINING RECOGNITION AND ENTRANCE TO AREA HIGH SCHOOL AND BUSINESSES. THE SECOND YEAR SHOULD SEE A SIGNIFICANT INCREASE IN WOMEN ENROLLING IN THE TARGETED CURRICULUM AREA. A COLLEGE SHOULD EXPECT TO HAVE TRIPLED ITS NONTRADITIONAL ENROLLEES BY THE THIRD YEAR OF THE PROJECT. OTHER EXPECTATIONS INCLUDE A MORE EFFECTIVE RECTUITING/ADMISSIONS PROCESS FOR ALL STUDENTS IN NONTRADITIONAL CURRICULA.

THE COLLEGE BENEFITS FROM PUBLICITY SUPPORTING SUCH AN EFFORT, FROM THE CHANGING STUDENT MIX WITHIN CLASSES AND FROM GREATER VISIBILITY IN HIGH SCHOOLS AND THE COMMUNITY.

REPLICATION REQUIREMENTS:

ONE FULL-TIME PROFESSIONAL STAFF POSITION IS NEEDED TO IMPACT A MODERATE SIZED COLLEGE IN ONE DIVISION SUCH AS ENGINEERING TECHNOLOGIES. IT IS IMPORTANT THAT THIS PERSON HAVE A TITLE AND PROGRAM OR PROJECT DESIGNATION FROM WHICH TO OPERATE. ALSO, PART-TIME ASSISTANCE SUCH AS ONE OR TWO WORK-STUDY STUDENTS IS AN IMPORTANT RESOURCE. GIVEN THE TARGET POPULATION, IT IS ADVISABLE THAT THE PROGRAM DIRECTOR BE FEMALE AND HAVE A BACKGROUND IN A TECHNOLOGY. THE PROGRAM COORDINATOR SHOULD ALSO BE SKILLED IN PUBLIC RELATIONS WORK, BE EFFECTIVE AS A WRITER AND PUBLIC SPEAKER, AND BE ABLE TO INTERACT EFFECTIVELY WITH INDUSTRY PERSONNEL AS WELL AS FACULTY AND STAFF. COUNSELING SKILLS ARE HELPFUL WHEN DEALING WITH INDIVIDUAL STUDENTS. A PROJECT SUCH AS THIS ALSO NEEDS ADMINISTRATIVE AWARENESS AND COMMITMENT. SUPPORT AND COOPERATION IS NECESSARY TO FACILITATE INFORMATION GATHERINGS, SCHEDULING OF MEETINGS,

AND DEVELOPMENT OF REFERRAL NETWORKS AMONG VARIOUS STUDENT SERVICE OFFICES, THE FACULTY AND THE PROJECT.

SLIDE/TAPE PRESENTATION, BOCHURES, BOOKLETS, IN-SERVICE PLANS AND MANAGEMENT OUTLINES ARE AVAILABLE TO POTENTIAL REPLICATORS.

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